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ABSTRACT

This resource booklet presents information on self concept, its effect on students and teachers, and its treatment in the classroom. The first section covers self concept theories, characteristics of the self, personality theories and self concept, and the development of the self concept. The educational implications of self concept are discussed in the second section. Relationships among teacher self concept, student self concept, academic achievement, and teacher effectiveness are detailed. The measurement of self concept is the topic of the third section, which includes a behavior rating form and a self concept inventory. The fourth, fifth, and sixth sections deal with strategies to improve self concept. Teachers' self concepts can be improved through organizational development, school climate enhancement, supervision and management, and the ability to cope with stress. Students' self concepts can be improved through teacher effectiveness training, transactional analysis, group dynamics, self awareness techniques, contract learning, peer influence, physical self enhancement, leadership training, and career education. Also included in this booklet are a list of resource people who can help in various areas of self concept and an annotated bibliography. (CJ)

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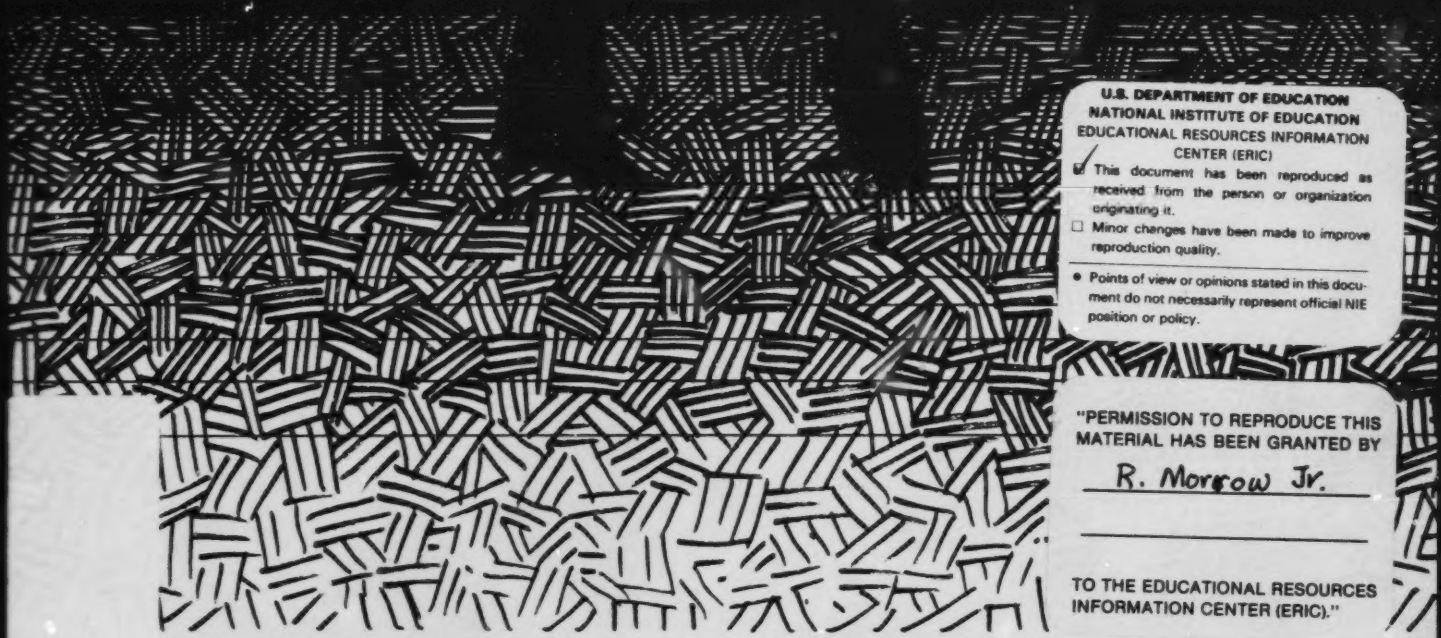

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SELF CONCEPT DEVELOPMENT FOR TEACHERS AND STUDENTS

SP 019 468

REFLECTIONS: SELF CONCEPT DEVELOPMENT FOR TEACHERS AND STUDENTS

A Resource Booklet published by the Professional Development Committee of the Ontario Secondary School Teachers' Federation, 1981.

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INTRODUCTION

"He has demonstrated, I think in a very humane, direct and understandable way . . . that there is a depth of humanity, courage and determination in ordinary Canadians that surprises us all from time to time."

— Opposition House Leader Walter Baker
House of Commons, June 29, 1981

Unanimous praise for the heroic efforts of Terry Fox's five month. 5,000 kilometre run did much to achieve a sense of pride in our country and ourselves. His efforts alone raised over twenty-three million dollars for cancer research.

Here was a young man who believed that he could run across Canada with only one real leg and through those efforts draw the entire nation's attention to the suffering of thousands of cancer victims. Such convictions are a tribute to Terry's parents and to his school.

"Education must respond to each individual's need to develop a positive sense of self including a desire for competence and continuing self-development and self-evaluation."

P1J1

Despite such lofty objectives, however, a number of current problems in education suggest that such objectives are not being fully realized. The spectre of declining enrolments has resulted in increased efforts to 'stem the tide' of secondary school student "dropouts".

One of the discoveries in O.S.S.T.F.'s *Holding Power II* report was that students' self-concepts were lower in low holding power schools than they were in schools with high retention power. Improving students' self-concepts, therefore, could have a significant impact on improving schools' retention powers.

The problems associated with drug abuse, violence, alcoholism, single-parent homes, sex-related crimes, vandalism and absenteeism are manifestations of a changing society; they are also related to the problems of lowered student self-esteem. Teenage suicide rates in Canada increased from 91 in 1968 to 298 in 1977, an increase of 227%, in a ten year span.

The self-esteem problem was sufficiently serious to prompt the writers of the Secondary Education Review Project to propose four recommendations to deal with self-concept. These recommendations indicate that teacher education should be expanded from one to two years with a one year internship phase so that prospective teachers could learn the necessary guidance, counselling and affective skills needed to deal with such problems.

"In-service programs . . . must stress the need for the development of attitudes that will recognize students' needs to feel a sense of dignity and self worth".

— SERP, Rec.88

A recent California survey revealed that parents' number one priority in education was that their children be exposed to a school atmosphere that made them feel good about themselves.

This need to upgrade the teacher's skills lays one more burden on the teacher who is already working at a maximum stress level — the third highest stress level in the world next to surgeons and air traffic controllers. Teachers are dying four years earlier than the average citizen.

Solutions exist for these classroom problems. The solutions may not be cure-alls nor will they work for everyone; however, they are based on a great deal of statistically valid research.

Teaching can be an exciting profession. It is still possible to cultivate a love of learning in the classroom. Strategies designed to elevate teacher self-esteem will ultimately elevate student self-esteem. The reverse is also certainly true. The excitement of seeing a youngster grow and develop is still the motivating force behind most teacher efforts in contemporary classrooms.

The development of a caring relationship in the classroom is fundamental to this growth. The smorgasbord of ideas found in this booklet is not designed to overburden the already overworked teacher. Rather, such techniques will free the teacher from many management problems so that he can teach in the noblest sense of the word.

> "You see it is first a matter of perception. When we see the child as a worthy person—regardless of his behaviour . . . our creative forces are freed to flow in a positive affirming direction. Together we look for—and find the strengths within the system. We define a pool of resources to draw upon and design ways to implement the use of them."
>
> — Mrs. Jeanine Williams, George Peabody College for Teachers

SELF CONCEPT THEORY

"A person who doubts himself is like a man who would enlist in the ranks of his enemies and bear arms against himself. He makes his failure certain by himself being the first person to be convinced of it."

(William Purkey, *Self Concept and School Achievement*, p.20)

In a recent pamphlet, the Canadian Mental Health Association pointed out that:

- almost half the people in Canadian hospitals are there because of mental or emotional illness
- at least one million children and teenagers in Canada have emotional or learning disorders requiring professional help
- one in six children born this year will require psychiatric care at some time
- this year it is expected that more than 50,000 Canadians who need psychiatric help will enter hospital for the first time
- another 50,000 will return to hospital for further treatment. And more than 250,000 people will be treated for mental and emotional disorders in clinics and outpatient departments
- mental illness strikes more Canadians every year than all other diseases combined—including cancer and heart disease

One basic characteristic of most mentally ill persons is that they have an extremely negative 'self concept'. These people feel overwhelmed by their problems and feel incapable of resolving them. Conversely a positive self concept is crucial in developing and maintaining mental health. In "What is Mental Health" the Canadian Mental Health Association defines a mentally healthy person as one who:

- feels comfortable with himself
- feels right about other people
- is able to meet the demands of life.

WHAT IS "SELF CONCEPT" AND HOW DOES IT RELATE TO "SELF ESTEEM"?

WHAT ARE THE CHARACTERISTICS OF ONE'S "SELF CONCEPT"?

WHAT ARE THE MAIN SELF CONCEPT THEORIES?

HOW DOES ONE'S SELF CONCEPT DEVELOP?

Self Concept

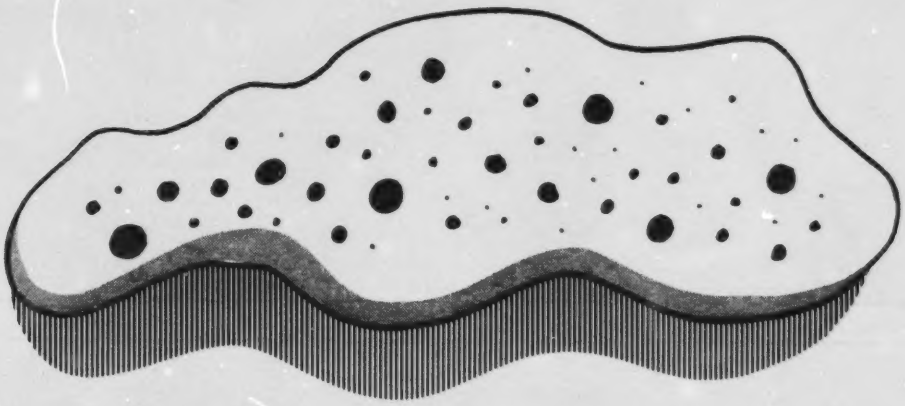
The literature on self concept and self esteem is comprehensive. Theorists have each presented a definition of the 'self'. The following is a sampling of the definitions they give:

- the self is a complex and dynamic system of beliefs which an individual holds true about himself, each belief with a corresponding value.

  (William Purkey, 1970 *Self Concept and School Achievement*, p.7)

- Self-concept is the sum total of the view which an individual has of himself. Self-concept is a unique set of perceptions, ideas, and attitudes which an individual has about himself.

  (Donald W. Felker, 1974 *Building Positive Self Concepts*, p.2)



- Imagine the blob [above] as a representation of yourself. You are an entity that hangs together in an organized, consistent, reasonably firm and permanent state, yet you also have the quality of fluidity—something like a strong jellyfish! The dots in the blob represent the thousands of beliefs you hold about yourself. They fit together in a meaningful pattern or 'system', each complementing the others so that they form an integrated whole.

  (Jack Canfield, Harold Wells *100 Ways to Enhance Self-Concept in the Classroom*, 1976 p.2)

- The notion of self can be defined first as process and then as structure. On the former level we shall be concerned with that process by which the person conceptualizes (or categorizes) his behaviour—both his external conduct and his internal states. On a structural level, our concern is with the system of concepts available to the person in attempting to define himself.

  (Kenneth J. Gergen *The Concept of Self*, 1971 p.22-23)

- Self is an abstraction that an individual develops about the attributes, capacities, objects and activities which he possesses and pursues. This abstraction is represented by the symbol 'we' which is a person's idea of himself to himself. This concept is formed in the course of experience by the same process of abstraction employed in other areas of experience. Directed toward self-referent experiences, the process results in abstractions about the self; directed toward external experiences, it results in abstractions about the physical and social world.

  (Stanley Coopersmith, *The Antecedents of Self Esteem*, 1967 p.20)

Self Esteem

Another term commonly used in relation to self concept is the term "self esteem". Self esteem is the value that one places on himself. It expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful and worthy. As William Purkey and others have pointed out, if that value is high, chances are his school achievement will be extensive; if, however, the value is low his achievement in school will be correspondingly low.

Self esteem is related not only to the number of successes that one has; it is also related to the number of successes to which one aspires. The following mathematical formulation indicates how self esteem relates to successes and hoped for successes.

$$\text{Self Esteem} = \frac{\text{Successes}}{\text{Hoped for Successes}}$$

- if one hopes for few successes and has many, one's self esteem will be high
- if one hopes for more successes than one has, one's self esteem will suffer
- if one hopes for many successes and has relatively few, in all likelihood one will have low self esteem.

It is evident that one's aspirations are as important as one's actual successes in determining the degree of one's self esteem.

The significance of self concept to the teacher is obvious. As Donald Felker points out:

> If the child has a positive self concept the teacher has a firm foundation upon which to build. If the child has a negative self concept, the teacher needs methods for helping the child to develop feelings about himself which will free him to be successful and happy in the school situation.
>
> (p.24 Donald Felker, *Building Positive Self Concepts*)

Characteristics of the Self

- The self is organized. The self has a generally stable quality which is characterized by harmony and orderliness.
- The self contains some beliefs which are felt to be extremely important, and it contains some beliefs which are not felt to be so important.
- Various parts of the self are highly resistant to change while other parts of the self are unstable and open to revision.
- Each concept in your self concept has its own generally negative or positive value.
- The experience of success or failure by the individual is generalized throughout the system.
- One's self-concept is unique. Each person has his own unique collection of ideas about himself.
- The self is dynamic. The maintenance and enhancement of the perceived self is the motive behind all behaviour.
- The self does not tolerate inconsistencies. If a potentially new concept of himself appears to the individual to be consistent with and relevant to the concepts already present in his systemized view of himself, it is accepted and assimilated easily. If the concept appears to have no relation or relevance to that system, it is generally ignored. And if it is inconsistent and uncongenial with the system, it is likely to be rejected or distorted.
- Each individual strives to behave in ways which are consistent with his self-interpretation.
- Self concept is learned. Individuals are not born with self concept, but with characteristics which will influence the type of self concept developed.

Personality Theories and Self Concept

> It can be argued that until recent years psychology has been dominated by two major forces, the Behavioristic school, modeled largely on the physical sciences, and the Freudian school, heavily ladened with the mechanistic emphasis of early biological science. It is apparent, as Maslow and others have pointed out, that relatively recent psychological literature has seen the rise of a new movement, a Third Force, which can be termed humanistic or phenomenological-humanistic psychology.
>
> (H.J. Vetter et al, *Personality Theory: a Source Book*)

Personality theories which attach a great deal of importance to self concept are a relatively recent phenomenon. Although always a factor in personality theories, the self concept has only achieved central importance in personality theory with the arrival of humanistic psycnology.

Three main currents exist in contemporary personality theory:

- the Freudian approach: members of this group have all placed heavy emphasis on the psychodynamic role of personality, i.e. that personality systems are dynamic energy systems operating within the individual. In this light the ego is seen as the efficient organizer and maintainer of balance. One's self concept, according to the Freudians, develops from the ego as it controls the basic instincts of the individual.
- the Behavioristic approach: between 1900 and 1940 the self concept was in disrepute amongst psychologists. During this period psychologists were only interested in examining measurable phenomenon, i.e. stimuli and responses. These theorists forgot all such "mentalistic" notions as self, purpose, desire, hope, expectation and sensation.
- the Humanistic approach: In part as a reaction to the mechanistic features of behaviorism, humanistic psychology began to develop in the 1950's. These theorists assume that man naturally strives for those things that are most conducive to personal growth and self-fulfilment. Some humanists such as Carl Rogers, D. Snygg, and A.H. Combs are known as phenomenological theorists because of their stress on the role of the conscious self concept in determining a person's behaviour.

The Freudian Approach

Freud said that there were three parts to the human personality.

- ID: The "Id" is that part of the personality that says, "I want". It is an inexhaustible reservoir of wishes, impulses and strivings which continuously press for discharge through some form of action. An infant when first born is dominated completely by the "Id".
- EGO: The "ego" is the mechanism in the personality that controls the id. The ego gradually develops under the influence of the experiences that an individual has as a young child. The ego also contains the image that a person has of himself.
  The ego is reasonable and rational and seeks to adapt the personality to the external world and seeks to assure the survival of the person in a world populated by other people who have their own rights, needs and motives.
- SUPEREGO: The "superego" is the "conscience" of the human personality. The superego sets a standard for performance; it together with the ego is largely determined by the experiences the child has with adults. The superego represents the precipitate of the parents' values, ideals, prohibitions, injunctions and standards.

One's self concept according to the Freudian approach is a personalized compilation of characteristics that are dependent for their definition on the interplay between the ego, the id and the superego.

Freud did not attach central significance to one's self concept. In his early writings, Freud felt that it was the id with its great variety of instinctual desires that was of central importance to the individual human personality. Self concept grew from the ego and was affected significantly by the id and the superego.

The Behavioristic Approach

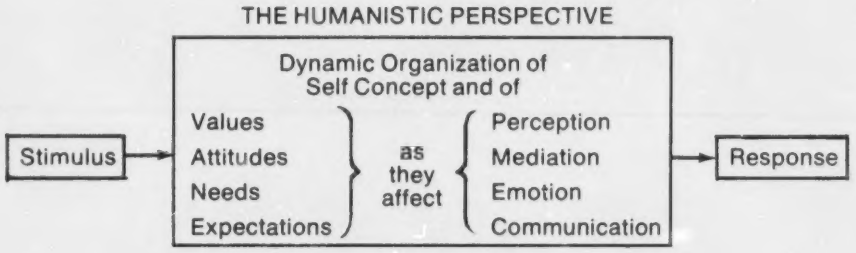
This theory merits little analysis here for it downplays the operation of the self in the behaviour of the individual. According to the behaviorists, humans want to be stimulated like mechanical toys. It is the 'stimulus' that arouses the human to act. If the individual has been correctly 'reinforced' by responding to the stimulus in a particular manner, he will continue to respond in a similar manner when similar stimuli are presented in the future.

Behaviourism has given rise to various learning theories; the basic thesis of these theories is that properly timed reinforcement is crucial to the learning process. Such techniques as programmed learning and behaviour modification have resulted from this theory.

The Humanistic Approach

To the humanist, the primary force behind the actions of the individual is not the id or the environment, but the self concept of the individual. As Carl Rogers stated in 1950:

> The central construct of our theory would be concept of self, or the self as perceived object in the phenomenal field. (In other words, what is important is how an individual views himself in the context of his individual perception of events.)



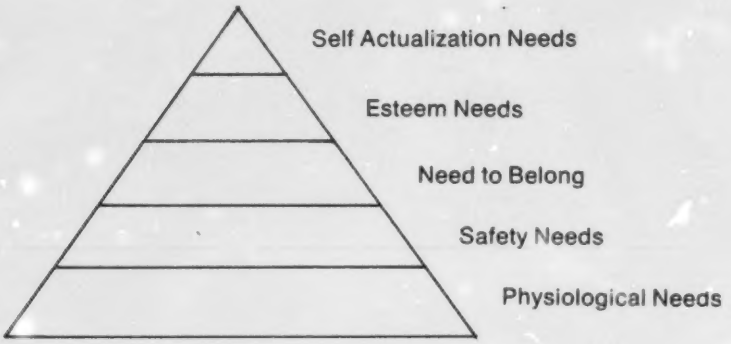
	PROMINENT THEORISTS	BEHAVIOUR IS MOTIVATED BY	BEHAVIOUR IS CONTROLLED BY	IMPLICATIONS FOR TEACHERS
FREUDIAN APPROACH	Sigmund Freud Karen Horney H.S. Sullivan Erich Fromm	Inner Drives i.e. the ID	The Ego and Superego (according to Freud the self concept is only one part of the ego)	Teachers can do little to alter the instinctual drives of the individual.
BEHAVIORISTIC APPROACH	John Watson B. F. Skinner	Outside Environment	Placement and Intensity of Reinforcements	Teachers are no more than reinforcers of appropriate responses; to be effective, however, the teacher must have a great deal of control over the environment.
HUMANISTIC APPROACH	Abraham Maslow Carl Rogers	Self Concept — one naturally wishes to self-actualize	Congruence or Incongruence of self concept with actual behaviour	Teachers can provide students with experiences in order that they can realistically examine their self concept. Teachers can also facilitate the positive development of self concept.

For Rogers the basic units of focus were "self regarding attitudes": a person's perception and cognitions of his abilities, actions, and relations within his social milieu. The important element in this self concept for Rogers was self acceptance. For Rogers the self concept is

> an organized configuration of perceptions of the self which are admissable to awareness.

Rogers pointed out that the individual strives to make his self concept consistent with his behaviour. If there is inconsistency, psychological and psysiological distress will result. Self concept, then, is absolutely crucial to the operation of the individual personality.

Abraham Maslow alsc gave central importance to the self. Maslow felt that the human personality has a basic drive to self actualize. But in order to achieve this lofty state the human personality must take care of a great variety of lower level needs. The accompanying chart points to Maslow's levels of needs.



The self for Maslow is a dynamic force which strives to resolve the above needs. The higher level needs however, can only be attended to if 'lower level' needs are resolved.

The Development of the Individual Self Concept

The primary task of the child in the first six years of his life is to develop a sense of self which is not so dependent on the parents for its definition. During the middle years the child is exposed to extensive peer group influences as well as to 'significant others' in addition to the parents. Role identification becomes the main task of the child at this stage.

Perhaps the most tumultuous of all the stages of development is adolescence. For the adolescent to establish high self esteem he needs to

- establish final independence from family and agemates
- be able to relate to the opposite sex
- prepare for an occupation for self support
- establish a workable and meaningful philosophy of life.

It is obvious that the adolescent's "plate is full", and that strategies to build self esteem are extremely important at this stage. Particularly in our complex society, the adolescent faces a formidable task.

EDUCATIONAL IMPLICATIONS OF SELF CONCEPT THEORY

Student Self Concept and Student Achievement — "The Poker Chip Theory"

> ". . . the proportion of general level students who remained in school until their fourth year was far less than that of the advanced level students in all twenty schools examined: a large part of the difference in holding power appears to be related to the achievement or lack of achievement of students who take mainly general courses."
>
> Holding Power (Summary Report)

In 1970, William Purkey made an exhaustive review of recent research and concluded that the evidence clearly indicated a "persistent and significant relationship between self-concept and academic achievement".

In *One Hundred Ways to Enhance Self-Concept in the Classroom*, Canfield and Wells examined the influence of self-concept on achievement and developed their 'poker chip' theory of learning. These authors saw all learning as an outcome of risk-taking situations, analogous with a poker game or any gambling situation. They hypothesized that students with high self-concepts (i.e. more poker chips) would be more willing to take a risk in a learning situation (gamble) than would students with a low self-concept.

Brookover, focusing in his work on "self-concept of academic ability", i.e. the student's perception of himself as a student, concluded:

- self-concept of academic ability is significantly related to school achievement of seventh grade boys and girls
- self-concep' of ability is positivoly related to school achievement when measured intelligence is controlled
- a student's self-concept of ability in a specific school subject may differ from his self-concept in another subject as well as from his general self-concept of ability
- the hypothesis that a student's self-concept of ability is positively related to the image he perceives significant others hold of him is supported when parents, teachers, and peers are identified as significant others.

(Brookover 1962, pg.73-76)

Student Self-Concept and Underachievement

Other important studies related to self-concept and achievement have focused on the characteristics of the self-concept of unsuccessful students or underachievers. Drop-outs and underachievers have a significantly lower self-concept of ability when I.Q. and Grade point averages are factored out. As well, these students tend to view themselves as:

- lacking confidence
- lacking ambition
- unable to complete required tasks
- not motivated to learn

Students with low self-concepts are also significantly more anxious than students with high self-concepts. When anxiety is too high, students do not respond to stimuli that lead to learning.

Student Self-Concept and Self-Fulfilling Prophecy

"Once upon a time an inquisitive mouse was investigating a computerized scoring centre when D.A.T. testing for incoming secondary school students was being scored. Accidentally, the mouse triggered the mechanism just as the tests for a very average young boy called Wilfred, who was quite unsure of himself, was being scored. Wilfred emerged with results which placed him in the category for exceptionally 'gifted' students. When the staff dealing with Wilfred were informed of his results they set up special programs for encouraging his positive growth. Wilfred's parents began to expect great things of their son. History will document that Wilfred grew up and became one of Ontario's most outstanding citizens."

The effects on student self-concept and achievement of 'self-fulfilling prophecy' were observed in the Oak School Experiment. (Rosenthal and Jacobsen, *Pygmalion in the Classroom*). In this experiment teachers at Oak School were led to believe that certain of their students had been identified as academic 'bloomers' or 'spurters' as a result of their performance on "The Harvard Test of Inflected Acquisition". Actually, the "Harvard Test of Inflected Acquisition" was simply a standardized test of intelligence and students who were identified to their teachers as potential 'bloomers' were simply randomly selected students. The experimenters later re-tested all students using further I.Q. testing.

They found that:

- students who were identified to teachers as "bloomers" or "spurters" showed greater intellectual growth as defined as the difference between pre-test and post-test I.Q. scores
- older students in the program retained the changes in their intellectual growth longer, even though they were more difficult to effect change in initially
- the teacher communicated to the children of the experimental group that she expected improved intellectual growth
- teacher communication of high expectation may have helped the child to learn

The conditions under which the self-fulfilling prophecy are most likely to occur are:

- the teacher has an unstable concept of the student's abilities or his expectations for the student are positive
- the student has an unstable concept of his own ability or feels positive about his own ability
- the pupil perceives the teacher as a significant other

Other researchers have noted that the self-fulfilling prophecy advantage may work negatively as well as positively.

No one can deny that teacher attitudes are a strong determinant of student academic achievement. In George Bernard Shaw's *Pygmalion*, the story of a flower girl who is turned into a lady, Eliza Doolittle explains to Colonel Pickering that the difference between a lady and a flower girl is the way that she is treated. Eliza feels that she will always be a flower girl to Higgins because that is the way he treats her while she is able to be a lady with Colonel Pickering because that is the way she is treated by him.

The "Chicken or Egg" Theory. What comes first: self-concept or achievement?

A strong positive relationship exists between self-concept and school achievement, although the cause-effect role is not conclusive. At present, evidence suggests that there is a continuous action between the two and that each is influenced by the other.

Implications of research on student self-concept and achievement:

- Information gained from I.Q. testing and socio-economic background may not be as relevant to achievement as was once thought.
- There is a significant and persistent relationship between self-concept and achievement.
- Student self-concepts are positively related to the image they feel significant others' (i.e. teachers, parent, peers) hold of them.
- Self-concept is a necessary but not a sufficient factor in determining academic success.
- Underachievers and 'drop-outs' have a lower self-concept and view themselves more negatively than achievers.

"If there is one particularly significant result growing out of this research, it is that nothing succeeds like success. This is not a new understanding, as the old cliché indicates. The work reported here does, however, re-emphasize the importance of success in the learning situation as a contributor to positive psychological growth".

(Don E. Hamachek, pg.185)

Teacher Self-Concept and Teacher Effectiveness

"The secondary school teacher is expected to keep up with developments in his or her field, and to create or adapt curriculum materials from year to year. In addition, teachers need to renew their methods of instruction and classroom management, and are expected as well to act as caring adults who can offer sound advice to students with vocational or personal problems. Over and above these responsibilities, the teacher is expected, according to The Education Act, 1974, to inculcate by precept and example a host of virtues, including respect for religion, regard for truth and justice, loyalty, sobriety, frugality, and so on. Faced with increased and sometimes overwhelming responsibilities teachers often experience a sense of futility. They must cope with school populations that have grown more diverse, with consequent variation in abilities, interests, family support, and cultural background. Their jobs are further complicated by certain changes in school organization, such as the individualization of school programs and the introduction of levels of difficulty in courses. Behaviour problems encountered in the school are often more serious than those of the past, and the support once provided by the home and church has been eroded."

(S E R P: A Discussion Paper, May 1981, pg.6)

Teachers with postive self-concepts are apt to be happier, more productive and more effective. Speaking to Toronto teachers, Arthur Combs pointed out that the researchers were surprised to discover that what makes a "good" teacher is dependent not necessarily on the teacher's knowledge or methodology but rather on "how a person/teacher has learned to use his **self**." Combs believes that competent teachers have a positive view of themselves:

1. Good teachers see themselves as identified with people rather than withdrawn, removed, apart from, or alienated from others.
2. Good teachers feel basically adequate rather than inadequate. They do not see themselves as generally unable to cope with problems.
3. Good teachers feel trustworthy rather than untrustworthy. They see themselves as reliable, dependable individuals with the potential for coping with events as they happen.
4. Good teachers see themselves as wanted rather than unwanted. They see themselves as likeable and attractive (in personal, not physical sense) as opposed to feeling ignored and rejected.
5. Good teachers see themselves as worthy rather than unworthy. They see themselves as people of consequence, dignity, and integrity as opposed to feeling they matter little, can be overlooked and discounted.

(Combs, *The Professional Education of Teachers* pg.70-71)

Teacher Self-Concept, Student Self-Concept and Achievement

Studies on the relationship between teacher and student self-concept indicate the close relationship between these two items. Although it is impossible to prove conclusively that teachers with high self-esteem produce confident students most research indicates that before an individual can reach out to another, he must have a healthy love and respect for himself. Students will grow and flourish in an environment that includes a **significant other** who projects a trust and belief in the capacity to reach potential. Level of teacher self-concept has also been positively related to student academic performance.

IMPLICATIONS:

- Teachers need to pay attention to their own personhood.
- Teachers need to become aware of their own self-concept.
- Administrators have to be aware of the fact that positive views of self are learned by teachers from the way significant others view them.
- Teachers need success experiences for growth.
- Teachers with high self-concepts influence their students' self-concepts positively.
- Teachers with high self-concepts are more likely to project a positive view of self to students.
- Teachers' self-concepts relate positively to student cognitive growth.
- Positive teacher self-concept will enhance student academic performance.

SELF-CONCEPT ASSESSMENT INSTRUMENTS

Why Measure Self-Concept? The Educational Implications

Since self-concept can have a positive impact on teacher and student performance, there is a need to measure such a construct.

- Such measurements could serve as predictors of performance not only for teacher selection but also for student success.
- Self-concept measurement will also help the teacher to assess the cause of student behaviour not readily explained by other assessment instruments. Students who see themselves negatively usually perform negatively.
- Evaluation of self-concept will allow the teacher to make more harmonious groups if those with high self-esteem are grouped together. Selection of leaders for such groups would be more likely to be successful if leaders were chosen who had a strong valid self-concept.
- The use of such tests does provide one method of assessing the efficiency of innovations in the classroom.

How Do You Measure Self-Concept? Assessment Instruments

> "First of all," he said, "if you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view—"
>
> "Sir?"
>
> "—until you climb into his skin and walk around in it."
>
> — Harper Lee, *To Kill a Mockingbird*

It is impossible to thoroughly assess something as tremendously complex and multidimensional as another person's "self". Since one's observation of oneself is always open to distortion, it is most important to have a clear understanding of one's own self-concept before attempting to assess others'. There are really only two ways in which one person can attempt to assess the self-concept of another individual:

- By observation
- Through self-report

Evaluating Others Through Observation

If one is to get "inside another's skin", the traditional approach of being the detached, passive uninvolved observer of student behaviour must be supplemented with a more sensitive approach. An observer should be committed to looking for reasons for behaviour rather than just the behaviour itself if he is to get the "feel" of how things look from the other's point of view. When evaluating the self through observation, the observer should ask:

- "What is he trying to do?"
- "How does he feel?"
- "How would I have to feel to behave like that?"
- "How does he see others?"

Despite this need to get the "feel" of what goes on in a student's mind, the observer must still be as objective as possible. Personal bias can be eliminated by starting with simple observations:

- What does he wear?
- How is he groomed?
- What's his height, weight, posture?
- Is he clean?
- Does he have health problems?
- Does he have peculiar speech, movements, facial expressions and mannerisms?
- How does he relate to his peer group? to adults?
- What does he avoid?
- How does he respond to success? failure? approval?
- How does he spend his spare time?

Using this raw data, one can then make inferences about how one thinks the student might see himself, keeping in mind that his perceptions of his appearance and behaviour are far more important in assessing his self-concept than are our own perceptions.

Structured interviews designed to deal with students' hopes, fears, likes, dislikes, family life and school life can produce extremely accurate assessments of student self-concepts provided they are conducted in an atmosphere of acceptance and trust.

When making inferences about a student, one should ask:

- How do I feel about this student?
- Do my personal biases distort my perception of him?
- Did I observe the student on his "off day"?
- Does he see himself as an athlete, a scholar, a leader . . .?
- Are his beliefs generally positive or negative?
- What is his most pressing problem right now?

Drawing inferences solely on the basis of cumulative folders, anecdotal reports and staff gossip should be avoided. First hand observations are more likely to be free of bias and misunderstanding than case histories written by a third person.

Coopersmith's *Behaviour Rating Form* is a good example of an objective self-concept assessment instrument that he found particularly useful in his study of 1,748 public school children. A fairly high correlation coefficient (.73) between teachers' and principals' ratings of the same children suggests that such a form may be a fairly valid method of assessing student self-esteem. A numerical value can be assigned to this form by rating responses on a scale of 1 to 5 in the desired order.

e.g. "Always" in item #1 would be rated "5" while "never" would be rated "1". "Always" in item #8 however, would be rated "1" while "never" would be rated "5". Coopersmith established no norms for this self-concept instrument.

BEHAVIOR RATING FORM (BRF)

1. Does this child adapt easily to new situations, feel comfortable in new settings, enter easily into new activities?

   _____always _____usually _____sometimes _____seldom _____never

2. Does this child hesitate to express his opinions, as evidenced by extreme caution, failure to contribute, or a subdued manner in speaking situations?

   _____always _____usually _____sometimes _____seldom _____never

3. Does this child become upset by failures or other strong stresses as evidenced by such behaviors as pouting, whining, or withdrawing?

   _____always _____usually _____sometimes _____seldom _____never

4. How often is this child chosen for activities by his classmates? Is his companionship sought for and valued?

   _____always _____usually _____sometimes _____seldom _____never

5. Does this child become alarmed or frightened easily? Does he become very restless or jittery when procedures are changed, exams are scheduled or strange individuals are in the room?

   _____always _____usually _____sometimes _____seldom _____never

6. Does this child seek much support and reassurance from his peers or the teacher, as evidenced by seeking their nearness or frequent inquiries as to whether he is doing well?

   _____always _____usually _____sometimes _____seldom _____never

7. When this child is scolded or criticized, does he become either very aggressive or very sullen and withdrawn?

   _____always _____usually _____sometimes _____seldom _____never

8. Does this child deprecate his school work, grades, activities, and work products? Does he indicate he is not doing as well as expected?

   _____always _____usually _____sometimes _____seldom _____never

9. Does this child show confidence and assurance in his actions toward his teachers and classmates?

   _____always _____usually _____sometimes _____seldom _____never

10. To what extent does this child show a sense of self-esteem, self-respect, and appreciation of his own worthiness?

    _____very strong _____strong _____medium _____mild _____weak

11. Does this child publicly brag or boast about his exploits?

    _____always _____usually _____sometimes _____seldom _____never

12. Does this child attempt to dominate or bully other children?

    _____always _____usually _____sometimes _____seldom _____never

13. Does this child continually seek attention, as evidenced by such behaviors as speaking out of turn and making unnecessary noises?

    _____always _____usually _____sometimes _____seldom _____never

Using Self-Reports to Assess Self-Concept

Self-report inventories have always been suspect methods of determining self-concept because of validity and reliability problems. Any statement a person makes about himself is a sample of his self-concept. The direct approach of asking a student how he feels about himself yields data at least as reliable as that obtained from observation reports. A self-report reveals only what a person is willing and able to disclose to someone else. Thus, the self-report is not usually a totally honest assessment of how a person sees himself.

The degree to which a self-report can be relied on as an accurate indication of self-concept depends on:

- the clarity of the subject's awareness
- the command that the subject has of the language involved

- the social expectations the subject has with regard to teachers and peers
- the degree of co-operation and rapport that exists between the administrator of the self-report and the person writing it
- the degree of trust, empathy and regard existing in that relationship

One of the most effective and most frequently used self-concept tests is the Tenessee Self Concept Scale (TSCS). It assesses students' identity, self-satisfaction and behavior in terms of physical, moral-ethical, personal, family and social self. It consists of 100 questions answered on a five step scale from completely true to completely false. It has a test-retest reliability coefficient of .92 and correlates well with other self-esteem rating scales. Extensive testing with delinquents, alcoholics and poor readers reveals that the test discriminates between such subjects and "normal" subjects who scored significantly higher in every case.

Unfortunately, the TSCS is not generally available nor is it particularly suited to typical students in Ontario. To solve that problem, Phil Cassidy and Gloria Broks developed the North York Self-concept Inventory which deals primarily with aspects of self-esteem related to school environments and feelings about self and peers. Items selected for this inventory demonstrated a high degree of discriminatory power between high and low scoring groups of students. Three items discarded from the original instrument were either too ambiguous or imprecise to distinguish between students who had high or low self-concepts. What remains therefore are test items that possess a high degree of validity for assessing self-concepts. One point is given for each response which indicates a positive self-concept. Scores on the inventory range from 0-25. It can be administered in 15 minutes and easily scored by a classroom teacher.

NORTH YORK SELF-CONCEPT INVENTORY

A QUESTIONNAIRE DESIGNED TO DETERMINE HOW STUDENTS FEEL ABOUT THEMSELVES AND SCHOOL

IF YOU THINK A STATEMENT IS TRUE FOR YOU OR DESCRIBES HOW YOU FEEL MOST OF THE TIME, CHECK THE TRUE SQUARE. IF YOU THINK A STATEMENT IS NOT TRUE FOR YOU OR DOES NOT DESCRIBE HOW YOU FEEL MOST OF THE TIME, CHECK THE NOT TRUE SQUARE.

THERE ARE NO RIGHT OR WRONG ANSWERS, ONLY YOU CAN TELL US HOW YOU FEEL.

Board of Education for the Borough of North York
Department of Educational Research and Development

	TRUE	NOT TRUE
1. MOST OF THE TIME I ENJOY SCHOOL.	A	B
2. I AM POPULAR WITH KIDS MY OWN AGE.	A	B
3. I AM LONELY VERY OFTEN.	A	B
4. OTHER KIDS THINK I AM A GOOD STUDENT.	A	B
5. MOST PEOPLE ARE BETTER LIKED THAN I AM.	A	B
6. I FIND IT DIFFICULT TO STICK TO ONE PROJECT FOR VERY LONG.	A	B
7. I OFTEN GET DISCOURAGED IN SCHOOL.	A	B
8. I HAVE VERY FEW FRIENDS IN SCHOOL.	A	B
9. I HAVE A LOT OF SELF CONTROL.	A	B

10. MY TEACHERS MAKE ME FEEL I AM NOT GOOD ENOUGH.	A	B
11. SCHOOL WORK IS FAIRLY EASY FOR ME.	A	B
12. I OFTEN WISH I HAD MORE FRIENDS.	A	B
13. I WOULD LIKE TO DROP OUT OF SCHOOL.	A	B
14. I WISH I WERE A DIFFERENT PERSON.	A	B
15. TEACHERS EXPECT TOO MUCH FROM ME.	A	B
16. I FORGET MOST OF WHAT I LEARN.	A	B
17. I DON'T SEEM TO FIT IN AT THIS SCHOOL.	A	B
18. OTHER STUDENTS SEEM HAPPIER THAN I AM.	A	B
19. NO ONE REALLY CARES MUCH ABOUT WHAT HAPPENS TO ME.	A	B
20. I AM SATISFIED WITH MYSELF.	A	B
21. I AM USUALLY SHY AND SELF CONSCIOUS IN SOCIAL SITUATIONS.	A	B
22. I HAVE DIFFICULTY ACCEPTING CRITICISM.	A	B
23. SOMETIMES I THINK I AM NO GOOD AT ALL.	A	B
24. I ENJOY GOING TO THIS SCHOOL.	A	B
25. THERE ARE LOTS OF THINGS ABOUT MYSELF I'D CHANGE IF I COULD.	A	B

Although no comparisons were made of this inventory with other more traditional methods, students responded positively to it. They felt the questions were understandable and not too difficult to answer; however, since 40% of the 812 students had negative feelings about putting their name on the questionnaire, the authors recommended that:

- the students should be guaranteed that their responses will be held in confidence by the teacher
- no student should be forced to identify himself or herself on the inventory

STRATEGIES TO IMPROVE SELF-CONCEPT

Common concerns arising from attempts to enhance self-esteem have a thorough historical base. Adolf Hitler's attempts to instil national pride in Germany and the ability of Jimmy Jones to influence hundreds to commit suicide in the Jonestown massacre raise legitimate concerns regarding the desirability of raising self-esteem in the unbalanced personality. Many teachers fear that unbridled self-esteem enhancement can only accentuate the "do your own thing" mentality that is so common to behaviour problems in contemporary classrooms.

Even a cursory review, though, of the preceding section should reveal the fact that a healthy self-concept is more than a blind acceptance of one's imagined strengths. A healthy self-concept is more than self-satisfaction. It involves how one sees oneself, and the degree to which one accepts what one sees as well as how satisfied one is with this self-perception.

Thorough self-concept enhancement techniques begin with self-awareness programs that first help one to "tune-in" to one's inner self and to other people. Self-awareness means being aware of one's uniqueness. It involves the processes of perception and sensitivity to others' needs as well as one's own concerns.

It is unlikely that the pursuit of the following techniques will develop self-centred, antisocial behaviour. It is more likely that such techniques will help people become more aware of their humanity and thus become more genuine, caring individuals.

Can Self-Concept Be Enhanced?

The literature on this subject suggests that the self-concept is a very integrated stable variable. People's views of themselves are not easily modified. Resistance to either positive or negative changes in self-concept is almost universal. Little data exists to suggest that anything we do in conventional classrooms or staff rooms in any way effectively elevates self-concept. This may mean that adequate testing instruments to measure such constructs have not as yet been devised. It may also mean that there is a dearth of affective techniques available to teachers.

The strategies presented in this booklet may bridge this gap. Strategies alone, however, will not necessarily solve the problems of "burn-out" and "drop-out". The degree to which these strategies change an individual's view of himself will depend on:

- the willingness to change.
- the potency of the technique involved; i.e. the degree of training necessary to implement it, the data base supporting the technique, and how well the strategy is employed.

- the appropriateness of the technique; i.e. how well the teacher understands the way the strategy is employed and its suitability for any given situation.
- the length of exposure to the technique. Almost all techniques require ongoing applications to be effective. Overnight success stories are not possible in the affective domain.
- the affective conditions that prevail; i.e. the school climate, caring relationship, quality of interpersonal relationships and committed staff.

Healthy Self-Concept

Clemes and Bean, in their recently published book *Self-Esteem: The Key to Your Child's Well-Being*, outline four conditions of self-esteem:

THE FOUR CONDITIONS OF SELF-ESTEEM

Sense of Connectiveness The individual feels a part of something, important to others.	**Sense of Uniqueness** The individual feels respect for himself, knows there's something special about himself.
Sense of Power The individual feels he can do what he sets out to do, he can make decisions and solve problems.	**Sense of Models** The individual needs to experience people who are worthy models for his own behaviour.

(Clemes and Bean, pg.37)

In the strategies sections which follow, an attempt has been made to link strategies with each of the four conditions for self esteem:

- a sense of connectiveness — e.g. school climate enhancement, organizational development
- a sense of power — e.g. peer power, contract learning, Teacher Effectiveness Training.
- a sense of uniqueness — e.g. self-awareness exercises, physical activity, career development, transactional awareness
- a sense of models — e.g. leadership training, clinical supervision

STRATEGIES TO IMPROVE TEACHER SELF-CONCEPT

Organizational Development

"The changes in teachers' roles and responsibilities . . . demand that opportunities for professional development be enlarged and improved. Now that fewer new teachers are entering the profession, much stronger emphasis must be placed on in-service education to help those already teaching or supervising in secondary schools."

S.E.R.P.

"Our product is steel, our strength is people."

Dofasco Advertisement

Organizational development strategies are based on the premise that an organization is more effective when the people, who are either part of the problem or part of the solution, are genuinely involved in diagnosing the problem and solving it. Organizational development emphasizes results:

- the successful implementation of change in an organization
- goal-setting
- action plans
- improvement of problem-solving skills
- collaborative skills
- interpersonal competence

Because a teacher works within an organization (school) his self-concept is directly influenced by forces within the organization. In healthy organizations, individuals have many more opportunities for self-concept enhancement. The characteristics of a healthy organization are:

- goal focus (clarity)
- adequate communications (relatively distortion free)
- optimal power (equitable distribution of influence)
- resource utilization (effective use of personnel)
- cohesiveness (organization knows what it is)
- morale (healthy summation of individual sentiments)
- innovation (ability to be creative)
- autonomy (feeling exists in the individual and the organization)

One way of building some of these characteristics in schools is through an Organizational Development program.

One of the most interesting aspects of organizational development is the concept of teambuilding. Teambuilding provides an opportunity for a work unit (department, or group of teachers, department heads, vice-principals, or principals) to review its effectiveness, identify and set priorities for significant issues and then work towards improving itself. The process involves:

- a survey of team members to help determine the major problems
- a review of the problems within the group
- the setting up of a problem-solving workshop designed to work on the highest priority items
- the making of action plans
- a follow-up procedure

Some of the kinds of problems which teams might work on in teambuilding sessions are:

- establishing goals
- improving staff meetings
- improving intergroup and intragroup communications
- decision-making
- coping with change

Implications for Teachers

- Because a teacher is a member of an organization his self-concept is influenced by the organization/school.
- Schools with the characteristics of a healthy organization provide opportunities for teachers to enhance their self-concept.
- Healthy organizations may be created through strategies called Organization Development strategies adopted from business.
- Organization Development workshops require the help of outside consultants for needs assessment inventories and the setting up of workshops and evaluations.
- Very few Organization Development programs are presently occurring in Ontario possibly because of the commitment in time and funding required. If you would like to learn more about Organization Development in schools contact:

Ken Penrose & Associates
Organization Development Consulting Services
106 Parkway Avenue
Markham, Ontario

School Climate Enhancement

The Secondary Education Review Project Discussion Paper made the following observations:

- Few aspects of the secondary school are as crucial to helping students achieve the goals of education as an elusive quality called "school atmosphere".
- A healthy atmosphere is a product of well-designed programs, enlightened leadership, caring and conscientious teachers, supportive parents and enthusiastic students.
- Within the school itself, however, steps can and should be taken to offset some negative factors that have emerged in recent years.

A positive school climate is both a means and an end. A good climate makes it possible to work productively toward important goals, such as academic learning, social development, and curriculum improvement. It also makes school a good place to be, a satisfying and meaningful situation in which both adults and youth care to spend a substantial portion of their time.

School Climate Improvement: A Challenge to the School Administrator, by Robert S. Fox et al

The climate of an organization is the first and most important concern in initiating and sustaining change. People simply do not change in a threatening atmosphere—they become defensive and entrench. They may change surface behaviours—conform—receive and respond at the lowest level possible and acceptable to the powers that be; but attitudinal change and subsequent behavioural change must be preceded by perceptual change.

The Dynamics of Educational Change
by Henry Birckell

Are any of the following characteristic of your school?

_____ high student absenteeism
_____ high frequency of student discipline problems
_____ weak student government
_____ student cliques
_____ high faculty absenteeism
_____ negative discussion in faculty lounges
_____ crowded conditions
_____ "lost" feeling of students because the school is too large
_____ vandalism
_____ student unrest
_____ poor school spirit
_____ poor community image of the school
_____ faculty cliques
_____ property theft from lockers
_____ high student dropout rate
_____ underachieving students
_____ low staff morale
_____ passive students
_____ faculty apathy
_____ poor image of the school by staff
_____ dislike of students by faculty members
_____ feeling among students that school has little purpose
_____ high incidence of suspensions and expulsions

If you have checked any of the above, then chances are your school has a climate problem.

What Is a Good School Anyway?

A committee of respected educators in the United States came up with eight climate factors which would indicate a positive climate in schools.

- Respect — Both students and teachers should see themselves as persons of worth.
- Trust — Honesty is a basic element in creating trust. People also doing what they say they will do builds trust.
- High Morale — People feel good about what is happening.
- Opportunities for Input — People must feel that their point of view is considered by those making the decisions.
- Continuous Academic and Social Growth — Both students and teachers should experience this in a "good" school.
- Cohesiveness — People (students and teachers) feel that they belong.
- School Renewal — A school should not be stagnant; it should be constantly reviewing what it is doing with the idea of implementing change if necessary.
- Caring — People in a school (both teachers and students) should feel that somebody cares about what they are doing.

What You Can Do to Make Your School a Good School

According to the authors of *School Climate Improvement: A Challenge to the School Administrator*, the determinants of school climate can be divided into three major categories:

- program determinants: these are characteristics of the teaching/learning program that contribute to a positive school climate.
- process determinants: these are management processes that are used by both teachers and school administrators that foster positive regard for the school.
- material determinants: these are the plant characteristics that contribute to or detract from a positive school climate.

One significant factor affecting process determinants of school climate is teacher morale. Because of the importance of this factor a section entitled "Coping With Teacher Stress" will examine the topic of teacher morale.

If you as a teacher feel that there is room for improvement in your school in the area of morale your first task is to pinpoint the area where improvement is needed. This can be done through the use of a School Climate Profile Instrument (an excellent School Climate Profile Instrument is contained in *School Climate Improvement: a Challenge to the School Administrator*, p.53-60; on pages 69-72 are detailed directives on how to score the instrument). Once the area is pinpointed strategies for improvement of the particular area have to be developed.

Potpourri of Techniques to Enhance School Climate

- CLIMATE CONTROL WORKSHOPS

If a school is experiencing climate and/or morale problems, one method of clearly finding out what problems are uppermost in the minds of the staff is to have a staff meeting. The following steps may be used to find out which problems would have the highest priority for resolution.

- As a group, each member of staff is asked to list privately all the concerns he has about the school.
- Members of staff are asked to meet in groups of three. Each group of three is to make one list of problems; all problems listed by individuals are to be listed by the group. Repeat items are listed only once. There is no discussion at this time about the value of particular ideas.
- Each group of three meets with another group of three and carries out the same task outlined in Step 2.
- A spokesman from each group of six reads aloud his list of problems; a recorder lists on the chalkboard all of the problems stated.
- The recorder labels the list alphabetically; the first problem is labelled "Problem "A", the second problem is "Problem "B", etc.
- Each staff member is given the same number of slips of paper as there are problems listed. Individuals are asked to attach a priority to each problem listed. The problem with the highest priority in the mind of a staff member is given the number one. For every problem listed there is a different number.
- The recorder allocates locations for the slips of paper according to the alphabetical labelling of the problem. For each problem a score is tallied. The problem with the lowest score is the problem which is considered to be of the highest priority.
- The top ten problems can then be considered by the staff. The staff can be divided into ten groups with each group considering one of the problems; the "Force Field Analysis" technique can then be used to present possible resolutions to the problem.

- FORCE FIELD ANALYSIS TECHNIQUE FOR PRESENTING RESOLUTIONS TO PROBLEMS

If a problem has been identified in a school, the Force Field Analysis technique is a useful strategy to develop action plans to solve the problem.

The problem should be reworked so that a goal is presented. Force Field theory assumes that any state of affairs remains just as it is because there is a whole set of forces pressing against each other. There are forces that might support movement towards the goal and there are forces that operate to prevent achievement of the goal. By eliminating or reducing some resisting forces and by adding new supporting forces, great movement toward the accomplishment of the goal can be achieved.

Once the problem is reworded so that it is a goal the following chart can be used to structure discussion.

FORCE FIELD ANALYSIS CHART

Current Status of the Goal

_____

_____

Forces supporting or working toward the achievement of the goal	Forces resisting or working against the achievement of the goal
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Statement of the Goal

_____

_____

Once all the forces have been identified, the list of forces should be examined to determine:

- which forces are most important, i.e. have the greatest influence
- which forces are most likely to be open to change, i.e. which are worth working on.

On the basis of these two factors, the forces can be ranked in priority as to which should be given attention first, second, etc. The priority items should be "brainstormed" to consider alternatives for changing the impact of the forces.

• TECHNIQUE FOR PROBLEM SOLVING

The Nine-Step Problem-Solving Model

Counterproductive Steps:
- Deny the problem
- Ignore the problem
- Blame something for the problem
- Blame oneself for the problem

Prior Steps:
- Acknowledge there is a problem
- Decide to attempt a solution

I. Define the Problem

CONFLICT

If the problem is a conflict, ask these questions for diagnosis:
Whose problem is it? Who is doing what to whom?
What are the distortions of perception?
What are the distortions of communication?
What is at stake? What are the decision-making possibilities?

After the conflict has been diagnosed . . . define the problem

NONCONFLICT

If there is no conflict . . . define the problem

II. Decide on a Method of Attack for the Problem

- Form a committee
- Call in a consultant
- Call a conference with key persons
- Form an ad hoc group
- Solve it without outside advice
- Delegate to another person or group

If a group is to be used in the problem solving, the problem should be redefined in collaboration with the group.

III. Generate Alternatives

IV. Test Alternatives for Reality

V. Choose an Alternative

VI. Plan for Action

VII. Implement the Plan

VIII. Evaluate

- Evaluate the plan based on the goals of the plan; if plan did not meet goals . . .
- Evaluate the effectiveness of the plan for solving the problem.

IX. Next Steps

If the problem still exists, or if new problems have surfaced . . .

• STAFF RETREAT

A retreat of staff members to an area completely divorced from the school can be an effective way to enhance staff morale and thereby enhance school morale. Staff working together can delineate problems and propose solutions to these problems.

There are many advantages to an off-site location:

- comfortable environment fosters a relaxed feeling
- larger extended blocks of time are available for in-depth dialogue, discussion, and problem solving
- the impact of traditional organizational patterns and values is reduced
- a retreat setting minimizes authority and status roles, allowing power to develop naturally.

A typical format for a retreat is presented below.

Day 1	
5:00 P.M.	Brief introductory meeting organized by the planning committee. Registration, rooms assigned, etc.
6:30 P.M.	Dinner
8:00 P.M.	"Icebreaker" activity. Leadership Committee presents draft agenda; group modifies or accepts, then selects top-priority items for action at the work session.
9:00 P.M.	Free time and recreation.
Day 2	
8:00 A.M.	Breakfast
9:00 A.M.	Work Session #1 Large and small groups focus on problems.
10:30 A.M.	Break
10:45 A.M.	Work Session #2 Problem-solving process, consensus, and proposed action.
12:00 Noon	Lunch and recreation.
1:30 P.M.	Work Session #3 Specifics of implementing action — who, what and when. Checklists are developed for follow-through back at school. Plans are made regarding what to tell staff members not in attendance.
4:00 P.M.	Evaluation of conference and adjournment.

• IMAGES OF POTENTIALITY

Rather than focusing on problems in a school, it might be preferable to act from a more positive, creative starting point. The following steps outline a strategy to implement positive growth experiences in the school.

A representative group of teachers, administrators, students and parents is selected. These people will meet for approximately two and one-half hours in a large room with table clusters to accommodate six people. Newsprint and markers are required.

Step 1 — A chairman indicates to the group the purpose of the meeting and the procedures to be followed. All members of the group are instructed to think about what might be going on in the school one year from now should everyone be able somehow to do everything the way they would like to do it. In this future scenario, individuals are asked to state what is happening and who is involved.

Step 2 — The large group is divided into groups of six; these groups put their ideas on newsprint and post these sheets on the wall. All participants circulate to see what ideas have been generated.

Step 3 — Each group is asked to choose one image that they think is important enough to do further work on. A group can use the idea of another group if it wishes. The group is instructed to rephrase the image into a goal statement.

Step 4 — Two groups will join together, one serving as consultant to the other. On newsprint sheets the following will be recorded:

GOAL STATEMENT	GOAL INDICATORS	PEOPLE INVOLVED IN ACHIEVEMENT OF GOAL	PROGRAM IDEAS OR STEPS THAT MIGHT LEAD TO ACHIEVEMENT OF GOAL

Group A will tell Group B what its goal is.

Group B will then suggest all the possible goal indicators it thinks might relate to the goal. Group A records these on newsprint. The groups then reverse roles.

The two groups will then spend fifteen minutes brainstorming a list of program ideas or steps that might lead to achievement of the goal. These ideas are listed on the newsprint.

As a result of this meeting there will be a collection of goals and methods for implementing these goals. Teachers, administrators and students can then use these for program planning.

Teacher Supervision and Management

> Supervision at its best is an art that can release teachers' initiative, responsibility, creativity, internal commitment, and motivation.
>
> Glenys G. Unruk,
> President, 1974-75
> Association for Supervision and Curriculum Development (U.S.)

> Self esteem is largely derived from the reflected appraisal of others. The gauge of self-evaluation is a mirror image of the criteria employed by the important persons of our social world . . . No man is an island in his self-appraisal. No matter how isolated and independent he may believe himself to be, he carries within himself the reflecting mirrors of his social group.
>
> Stanley Coopersmith,
> *The Antecedents of Self-esteem.* p.31

> Teacher evaluation should kick rocks out of teachers' paths, not load them in teachers' knapsacks.
>
> Richard P. Manatt,
> Professor of Education,
> Iowa State University

Much of the literature on self concept points to the importance of feedback mechanisms for the development and maintenance of a positive self concept. This is as true for teachers in their day to day activities as it is for students. All too often feedback mechanisms for teachers are avoided or downplayed by supervisors. An incredibly potent force for the enhancement of teacher self concept is in the hands of those responsible for supervising. If used improperly, however, the environment can degenerate significantly. This section will outline management techniques that the school administrator can utilize so as to enhance teacher self concept and thereby improve teacher performance.

Teacher Motivation

CHECKLIST OF REASONS FOR BEING A TEACHER

_____ money	_____ intellectual stimulation
_____ prestige	_____ need for power
_____ security	_____ cannot do anything else
_____ holidays	_____ desire to help others
_____ family tradition	_____ contact with the opposite sex
_____ social interaction	

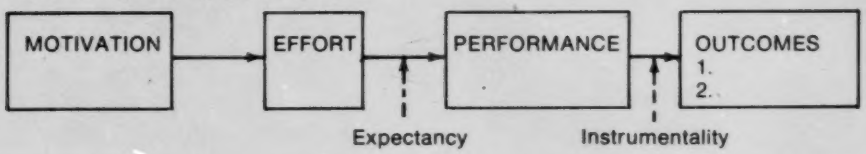
Frederick Herzberg has put forth a motivation theory that is well accepted in management circles. He believes that there are two factors which affect employee motivation:

- hygiene factors — these are certain conditions in work which teachers expect to enjoy. If these conditions are present in sufficient quantity, teachers will perform adequately. If these conditions are not present in sufficient quantity, teachers will be dissatisfied and work performance will suffer. The presence of all hygiene factors, however, does not motivate performance.
- motivation factors — these are conditions which if present in the workplace operate to build strong levels of motivation which can result in good job performance.

Motivation Factors	Hygiene Factors
1. Achievement — a feeling of personal accomplishment or the feeling of having done a job well.	1. Physical conditions — this includes such things as the room and equipment, supplies.
2. Recognition — being recognized for doing your job well, for example by being complimented by your boss or peers.	2. Security — feeling certain of the future.
3. Participation — being personally involved in your work; having some responsibility for making decisions.	3. Economic — salary, fringe benefits.
4. Growth — the opportunity for a challenge in the job: the chance to learn skills and knowledge.	4. Social — relationships with fellow workers or with the boss.

Herzberg's Two Factor Theory

Expectancy Theory of Motivation



Expectancy theory of motivation was developed by Victor Vroom in the 1960's. He bases his theory on three important concepts:

- Expectancy — this refers to the perceived probability that a given level of effort will result in a successful performance. If a teacher has a very negative self image he may conclude that the expending of effort in a particular situation would never lead to successful performance.
- Valence — is the value that the teacher places on various outcomes that he expects to realize through the successful performance of an act. These outcomes could range from a smile on a student's face to a promotion to a position of responsibility.
- Instrumentality — The degree to which the teacher believes that successful performance leads to various outcomes is termed instrumentality.

A teacher's motivation according to this theory is directly related to three aspects:

- effort to performance expectancies — in other words a teacher has to believe that his efforts in a particular area will lead to a successful performance.
- performance to outcome expectancies (termed "instrumentality") — in other words a teacher to be motivated must believe that his successful performance in a particular area will lead to an outcome to which he attaches high value (i.e. "valence").

- perceived valence of outcomes — in other words to be highly motivated a teacher must attach high value to the outcomes that result from successful performance. If he does not highly value the outcomes or the outcomes do not materialize, the teacher's motivation will suffer a serious decline.

Significance of Expectancy Theory for Teacher Managers

- Teacher managers, in order to effectively motivate employees, must determine what outcomes are important to their teachers. This can be done by asking, observing, and listening.
- Teachers who have developed a negative self concept due to "burn-out" or any other cause will have low "expectancies" and will therefore be poorly motivated. It is incumbent upon teacher managers then to enhance the self concept of teachers as much as possible.
- The teacher manager must link important outcomes that the individual values to desired performance levels. The reward system must be accurate, prompt and visible. Teacher managers legally are unable to utilize financial rewards for deserving teachers. There are however a variety of other rewards that can be utilized, e.g. curriculum writing tasks, plaudits in newsletters, etc.

Goal Setting Theory of Motivation

Edwin Locke, in the late 1960's, presented an additional motivation theory which could be particularly applicable to teachers. Locke believes that an individual's goals or intentions influence behaviour. Challenging or stimulating task goals result in higher levels of performance than do easy or routine task goals. The more specific and clear the goal, the better the level of performance. Generalized or "do your best" goals are not as powerful in motivating desirable performances. The goal setting approach to motivation is quite different from the expectancy approach. In the latter approach, incentives or rewards may influence goal acceptance and commitment; in the former approach, however, the most important factor is the goal.

Significance of Goal Setting Theory for Teacher Managers

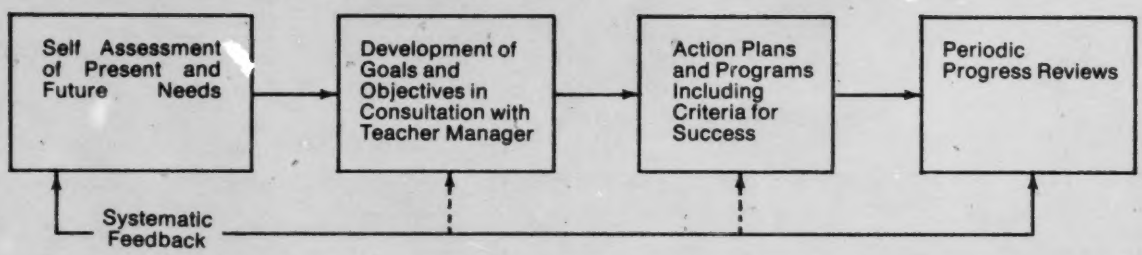
- Goal directed activity in teaching is as important as it is in any other field of endeavour.
- Teacher managers **in consultation with teachers** should develop specific performance goals.
- In order to be motivated, teachers must experience success in the completion of their goals. Specific performance goals, then, must be realistic and related to the needs and aspirations of the individual teacher.
- Teacher managers should indicate their goals to teachers for teachers to better understand the motivations behind teacher manager behaviour.

Management Techniques to Enhance Teacher Self Concept

1. Management by Objectives (MBO)

The establishment of targets or goals is another key aspect of human resources supervision. Without some sort of agreement, some notion of direction, some idea of what is to be accomplished and why it is of value, achievement, recognition, responsibility, work itself, and personal growth remain abstractions. Motivation factors are derived from the accomplishment of work, and work needs some definition and rationale in order for it to be fully understood. But target setting, **supervision** by objectives, and similar programs which are established to facilitate this goal focus can cause more problems than they solve if implemented dogmatically and indiscriminately.

An MBO program typically involves the establishment of objectives by the supervisor alone, or jointly by the supervisor and a subordinate. In a teaching context, it is important for the objectives to be developed jointly. An MBO model is presented in the diagram below.


Self Assessment of Present and Future Needs
Development of Goals and Objectives in Consultation with Teacher Manager
Action Plans and Programs Including Criteria for Success
Periodic Progress Reviews
Systematic Feedback

The key features of an MBO program as applied to teachers are:

- Teacher manager and teacher meet to discuss and jointly set goals for teachers for a specified period of time.
- Both the teacher manager and teacher attempt to establish goals that are realistic, challenging, clear and comprehensive.
- The goals should be related to both organizational and personal needs.
- The criteria for measuring and evaluating the goals are agreed upon.
- The teacher manager and teacher establish some intermediate review dates when the goals will be re-examined.
- The teacher manager plays more of a coaching, counselling, and supportive role and less the role of a judge and jury.
- The entire process focuses upon results accomplished and not upon activities, mistakes and organizational requirements.

The following is an example of an MBO program implemented by the Guidance Department at Sir Robert Borden High School in Ottawa in 1978-79.

SIR ROBERT BORDEN HIGH SCHOOL GUIDANCE DEPARTMENT

COMMUNITY COLLEGE LIAISON

OBJECTIVE	ACTIVITY	CRITERION LEVEL	SUPPORTING EVIDENCE	RESPONSIBILITY	DATE OF IMPLEMENTATION	DATE OF EVALUATION
1. To determine which grade twelve and thirteen students are interested in attending Community College	To survey grade twelve and thirteen students through homeform teachers	100% implementation	Survey	Community College Liaison Officer	September 28, 1978	
2. To determine what information the prospective applicant needs relative to his community college program	Above survey	100% implementation	Survey	Community College Liaison Officer	September 28, 1978	

2. Job Enrichment

Management theory today emphasizes the need for good job design and effective job enrichment programs. Every employee, whether he be an industrial wage earner, a doctor or a teacher, must experience some degree of satisfaction in his work if he is to be motivated. The more satisfaction he experiences, the more motivated he will become. One method for enhancing teacher motivation is through "job enrichment". As Thomas Sergiovanni points out in *Professional Supervision for Professional Teachers*:

> One prime contributor to motivation well within the supervisor's province as an individual knowledgeable about education and with responsibility for instruction is the structure of the teacher's job. Changing the teacher's job to improve opportunities for intrinsic satisfaction is called job enrichment . . . The purpose of job enrichment is to increase the amount of intrinsic satisfaction one attains from a job. (p.22)

Characteristics of a Good Job

- a job should be reasonably demanding in terms other than sheer endurance
- a job should provide a good variety of performance tasks
- a person should be able to learn on the job on a continuing basis
- a job should include some areas of decisionmaking that a person calls his or her own
- there should be some degree of social support and recognition in the workplace from both colleagues and supervisors
- people should be able to relate the work that they do and what they produce to their social lives (i.e. their work is meaningful)
- people should be able to feel that their jobs will lead to desirable futures
- people should have access to good feedback data about how they are performing

(Source: Dr. Eric Trist, *Labour Gazette*, 1978 p.10-20)

Is your department in need of job enrichment? The following questions might help the teacher manager to decide whether his department is in need of job enrichment programs.

- Are teachers deciding what will be taught, when and how?
- Is the curriculum confining to teachers or does it free them to be innovative and creative?
- Do teachers know what they are trying to accomplish and why?
- Are schedules established and youngsters grouped by teachers for educational reasons?
- Are teachers free to deviate from schedules for good educational reasons?
- Are the teachers more accountable for achieving agreed upon goals and objectives than for teaching the curriculum or operating their classrooms in a given way?
- Do teachers have some budget control and responsibility for their areas?
- Can teachers team together if they wish?
- Are teachers free to choose their own curriculum materials within budget constraints?

One method for achieving job enrichment is termed "vertical loading". Vertical loading could be defined as a strategy that can be employed by teacher managers whereby an individual teacher is requested to assume responsibilities that are not normally part of his job. The individual teacher would have a high degree of interest in the area of increased responsibility and this allocation of responsibility would ideally be seen as a growth experience.

Vertical loading is a strategy that builds into the job increased opportunities for experiencing achievement, recognition, advancement, opportunities for growth, and increased competence. It is not a strategy for giving the already overburdened teacher more work. It is a strategy for providing the teacher with positive growth experiences in areas that are of interest to him.

One example of vertical loading would be to ask a classroom teacher to sit in on meetings of a school timetabling committee in order to learn about the process and to provide input. The invitation to participate would perhaps be viewed as a compliment by the individual and would also allow the individual to develop in an area where he had a high degree of interest.

There are many components of the teaching job where job enrichment strategies are applicable:

- teaching methods
- curriculum sequence, scope, and content
- scheduling of students
- scheduling of instructional modules and class periods
- goals and objectives
- evaluation
- planning
- new practices
- selection and purchasing of materials
- self development

3. Clinical Supervision

> Department Heads and Directors of Commercial and Technical Education DO NOT HAVE A SUPERVISORY ROLE FOR THE PURPOSE OF ASSESSING TEACHERS' PERFORMANCES FOR DEMOTION OR DISMISSAL. However, it is evident from Regulation 704, Section 17, that they have a responsibility to ensure that their organizational units are properly managed; assistance in the improvement of instruction and the maintenance of proper standards for instruction are part of the same regulation.
>
> "Evaluation and the Department Head", Evaluation Bulletin No.3, Vol.1, September 1980, Ontario Secondary School Teachers' Federation, p.1

Teachers need feedback. Through the use of various supervision models feedback can lead to the growth of the individual teacher and the teacher manager. One such method of supervision is termed "Clinical Supervision". Morris Cogan, an instructor in the Master of Arts in Teaching program at Harvard University, defines clinical supervision as

> the rational and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and the relationship between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teacher's classroom behaviour. (*Clinical Supervision*, 1973 p.9)

One does not become a "clinical supervisor" overnight. One has to become well versed in interaction analysis in order to operate an effective clinical supervision model. One crucial aspect of clinical supervision to remember is that instruction can only be improved by direct feedback to a teacher on aspects of his or her teaching THAT ARE OF CONCERN TO THAT TEACHER (rather than items on an evaluation form or items that are pet concerns of the supervisor only).

Teachers who wish to become well-versed in the processes involved in clinical supervision should take the A.I.D. course offered by the federation in the summer. An introduction to the process is offered in *Evaluation Monograph #4* (September, 1981), available from the federation.

4. Team Teaching

A strategy for teaching which, if properly conducted, will enhance significantly a teacher's self concept is team teaching. Collegial feedback directed towards individual teachers is a potent force to enhance teacher morale and self esteem. Robert Goldhammer, in *Clinical Supervision*, outlines various features of an ideal team teaching situation:

- the teaching is conducted within flexible space that is open at least to some extent; all of the space, equipment, and instructional materials within that space is communal property.

- all team members (including students whenever possible) participate in formulating broad overall objectives for the total program.
- all team members participate at least weekly in formulating the more immediate objectives of the program.
- all team members have an opportunity from time to time to contribute to the specific daily planning of their colleagues, and vice versa. That is to say, Teacher X's lesson plan for Thursday afternoon is presented, discussed, and (it is hoped) modified for the better in Tuesday's team planning session, and, in turn, Teacher X has equivalent opportunities to examine and improve the plans of her team mates.
- all team members are at all times at least conversant with the specific daily plans and professional repertoires of the other team members.
- all team members at least occasionally carry on teaching functions in the actual presence of colleagues who are either taking some part of the same lesson or simply sitting in as interested observers.
- all team members participate periodically (weekly, if possible) in evaluation sessions of the overall as well as the current program.
- each team member is the beneficiary of at least one weekly conference in which episodes of his own teaching are carefully and objectively analyzed and out of which emanate specific suggestions and ideas for professional management.
- periodically all members of the team engage ina full-scale discussion and review of each child's school progress.
- role specialization exists at least to some extent.

COPING WITH TEACHER STRESS

Stress: The Nature of the Beast

Stress is not a "catch-all" term for mental illness, anxiety, tension, fear, ego-threat or general discomfort. Selye defines stress as: "Non-specifically induced changes within a biological system." Thus any adaptation that the body makes when exposed to a stressor regardless of what the problem is, is "stress". Obviously then it is the intensity of the demand for readjustment that is critical. Stress usually accompanies any change that occurs in one's life whether it is a positive or a negative one.

Selye stated that an individual's reaction to stress occurs in three major stages:

- The Alarm Reaction — This includes an initial shock during which resistance is lowered, and a counter-shock phase during which one's body defences are immobilized.
- The Resistance Stage — Here the body makes its mightiest efforts to adapt to the stressor.
- The Exhaustion Stage — At this stage, the initial shock phase reoccurs and resistance is lowered because adaptive mechanisms have collapsed. Illness, disease or death soon follow.

Adaptation Energy is like a bank account from which one can make withdrawals but into which one can't make deposits. When an organism exhausts the supply of adaptation energy, it dies. One's true age then depends on the prudence in making withdrawals from this account. An intense lifestyle accelerates physiological age.

Individual Stress Patterns

Canadians react to stress in various ways. The five most common stress patterns are:

- Emotional distress — includes insomnia, fatigue, loss of appetite, moodiness and depression.
- Medication Use — sleeping pills, diet drugs, pain relievers, vitamin pills and tranquilizers.
- Cardiovascular symptoms — high blood pressure, rapid heart beat, and heart disease.
- Gastro-intestinal symptoms — ulcers, colitis, digestion problems, diarrhea and nausea.
- Allergy-Respiratory Problems — hay fever, skin problems, eczema, psoriasis, respiratory problems.

Emotional distress seems to be particularly high among the young whereas medication use and cardiovascular problems are more common among the old.

What Causes Teacher Stress?

In general, threats to teachers' well-being, economic viability, self-esteem, health and survival either make teachers perform extraordinary feats or become ill. Common stressors causing this "fight or flight" syndrome are:

- insecurity about jobs — declining enrolments
- impossible goals — too much to do in too little time
- isolation from peers and community
- pressure to sell oneself and one's subject
- conflicting demands of heads and administrators
- feeling that education must be all things to all people
- difficulty mainstreaming students with learning problems
- lack of teaching materials
- increasing violence and vandalism

The National Education Association (U.S.) reports that physical assaults on teachers are up by 77% since 1972. In 1979, 70,000 teachers were physically attacked by their students, 250,000 had their personal property maliciously damaged and 500,000 teachers (one out of four) had personal property stolen. As a result, teacher absenteeism has doubled in the last sixteen years in some areas. In Pennsylvania, 27 million dollars is spent annually for substitute teachers.

Stephen Truch, in a book entitled *Teacher Burnout and What to do About It*, feels that teaching can be a self-destructive activity. Responsibility for people always causes more stress than responsibility for things. Hence burn out (physical, emotional, and attitudinal exhaustion) occurs more frequently in the helping professions.

One of the primary causes of this malaise may be the loss of control that teachers are experiencing over their conditions of work and the students in their classrooms. Since self-concept involves the capacity to influence or control one's environment, loss of autonomy may inevitably result in loss of self-esteem.

Being in control in a stressful situation and being able to influence its outcome has great therapeutic value. For example, driving a car during rush hour is much more relaxing if you, rather than your spouse, are driving. Having the responsibility at work to make decisions without having the power to carry them through can be very stressful. It is the sense of helplessness that makes many teachers' jobs so debilitating.

The spectre of declining enrolments is the major cause of stress to many teachers today. Teaching in different subject areas, retraining and looking at alternate vocational plans can add much to the "burnout" many teachers experience. At the same time, disintegration of the family unit and the absence of religion means that the conventional sources of emotional and psychological support are dwindling.

Who's in Charge?

The degree to which a person believes that what happens to him is a result of his own behaviour will dictate to a large extent the state of his mental health. Mentally unhealthy people tend to blame what happens to them on chance, fate or powerful others.

Internally motivated people are less anxious, more trusting, less suspicious, more self-confident and more willing to remedy personal problems. There is a significant relationship between "internality" and self-esteem. Thus internality is closely related to teacher effectiveness.

We all can learn to take more control of our own lives. Teachers must participate in decision-making processes. The Master Teacher is a self-actualizer. Maslow felt such people constituted less than 1% of the population.

Self-Actualizers:

- are usually over 60
- represent the healthiest of the human species both physically and psychologically
- use stress to enhance their self-concept

Managing Stress

Selye's Solutions

Selye felt the most important principles for handling stress were:

- Find your own stress level. Determine the speed at which you can run toward your chosen goal. Your intensity level may not be the same as someone else's.
- Be an altruistic egoist. Look after yourself first but be aware that when satisfying your needs the most potent of these is the wish to be of some use—to earn the respect and gratitude of others.
- Earn your neighbour's love. Don't presume that you are instantly loveable. Not all people are loveable. It is impossible to love on command.

The REAP Program for Stress Management

No one technique will be successful in managing stress. Only a holistic approach to teacher anxiety will help one cope with personal and job stressors. To reap maximum benefits from this program, a balance between activity and rest must be struck. The first step is to accept oneself. Only when one admits to himself that he/she can make mistakes will significant lifestyle changes occur.

ARE YOU A BURNOUT CANDIDATE?

BURNOUT. The pop psychology term was coined about eight years ago by U.S. psychoanalyst Herbert J. Freudenberger and is used most often to describe the latest occupational hazard caused by stress and tension. Not to be confined to the work place, burnout recently has been applied to social or family relationships.

In a recent book, Prof. Freudenberger, former president of the New York Society of Clinical Psychologists, explains the symptoms and how to recognize whether you are burning out.

His method consists of reviewing your feelings during the past six months about family, friends and work—based on the following questions—to detect changes in yourself and your environment. Rate your answers in a range of 1 through 5 to "designate the degree of change you perceive" (1 means none or little, 5 indicates a great deal). The author advises readers to think about each answer for half a minute or so before giving it a numerical value.

1. Do you tire more easily? Feel fatigued rather than energetic?
2. Are people annoying you by telling you, "You don't look so good lately"?
3. Are you working harder and harder and accomplishing les and less?
4. Are you increasingly cynical and disenchanted?
5. Are you often invaded by a sadness you can't explain?
6. Are you forgetting things such as appointments, deadlines, personal possessions?
7. Are you increasingly irritable? More short-tempered? More disappointed in the people around you?
8. Are you seeing close friends and family members less frequently?
9. Are you too busy to do even routine things like make phone calls, read reports or send out your Christmas cards?
10. Are you suffering from physical complaints? (aches, pains, headaches, a lingering cold)?
11. Do you feel disoriented when the activity of the day comes to a halt?
12. Is joy elusive?
13. Are you unable to laugh at a joke about yourself?
14. Does sex seem like more trouble than it's worth?
15. Do you have very little to say to people?

Tally your answers and see where the final score falls on the burnout scale designed by Prof. Freudenberger:

0-25: You're doing fine.

26-35: There are things you should be watching.

36-50: You are a candidate.

51-65: You are burning out.

Over 65: You are in a dangerous place, threatening to your physical and mental well-being.

"Keep in mind that this is merely an approximation of where you are, useful as a guide to a more satisfying life," he cautions. He notes that you should not be alarmed by a high score "but pay attention to it" and the sooner you start being kinder to yourself, the better. On an optimistic note, he says burnout is reversible, regardless of how far it has progressed.

Globe & Mail

The REAP program will help one to cope with job stressors. The REAP program consists of:

R — Relaxation Techniques

E — Eating Pattern Recommendations

A — Attitude and Awareness Techniques

P — Physical Activity Programs

RELAXATION TECHNIQUES

Instead of a "fight or flight" response to stressors, one needs to inculcate a "stay and play" response. This response will automatically lower breathing rates, heart rates, metabolic rates and blood pressure. In the twentieth century, we are usually unable to fight or run away from threatening situations either because of social constraints or because our enemies are nebulous ones. Although we may display no outward sign of stress, damaging physiological changes do occur inwardly if we cannot fight or run. Thus any response contrary to the "fight or flight" response that we can develop will be a valuable ally in stress management.

Progressive Relaxation

This technique ignores the mental component of anxiety and emphasizes the neuromuscular component. Thus it proceeds "outside-in". By relaxing body muscles, anxiety is reduced. The aim is to progressively relax different body parts. The following program should be done daily, 20 mins/day.

- sit in a comfortable chair in a quiet room.
- tape these instructions in a monotone on a cassette so that you don't have to think.
- close your eyes.
- imagine you are carrying all your responsibilities in a big sack on your back.
- imagine putting down your load. Don't worry about anything. You are responsible for nothing. Just relax.
- Now imagine you are a puppet and your mind is the puppeteer.
- Relax each muscle group as you release the "string" attached to it. Allow the muscles to go limp.
- Tighten the right hand for 5 seconds and then let go for 10 seconds. Let the muscles go limp. Repeat.
- Tighten the left hand and relax it in the same way.
- Now try to touch your shoulders to your ears. Hold for 5 secs. then release for 10 secs. Repeat.
- Next inhale deeply for 5 secs. and slowly release air for 10 secs. Repeat.
- Now lift your legs slowly and hold them up for 5 secs. Relax for 10 secs. Repeat.
- Point your toes towards your chest for 5 secs. then relax for 10 secs. Repeat.
- Curl your toes downwards for 5 secs. Relax and repeat.
- Tighten any body part that is still tense and then relax.
- Enjoy the feeling of relaxation.
- Now stretch and open your eyes.

EATING HABIT MODIFICATIONS

There is a growing body of evidence that suggests that North Americans are eating their way to the grave. The undernourished and overfed are prevalent everywhere. The following rules will assist one to overcome diet-related health problems and to improve the general sense of physical well-being.

- Follow Canada's Food Rules. Eat moderately from all food groups. Try to cut down on meat and carbohydrate consumption.
- Avoid foods with artificial additives. If possible, grow your own or go "organic" to prevent accumulations of poisons in the tissues.

- Avoid alcoholic beverages and caffein in excess. Excess coffee drinking has a harmful effect on the central nervous system.
- Avoid fads and miracle diets. Long term weight loss is the result of regular exercise and good eating habits.
- Smoking is dangerous. Avoid it. It is an added stressor in a period of excessive environmental stressors.
- Change your eating habits. Avoid too many saturated fats, sugar, cholesterol, and salt.
- Eat more fruits, vegetables and whole grains.
- Eat more poultry and fish.
- Reduce cholesterol consumption to 300 mg/day.
- Reduce salt consumption to 5 grams/day.
- Eat out less often. It is too easy to eat poorly balanced meals. You have no control over the quality of ingredients used or the methods of preparation.

ATTITUDE AND AWARENESS

Most people generally invest their time and energy in four major activities:

- Work
- Family
- Self
- Community

Investing too much energy in one or two of these areas is a high risk strategy. At retirement, for example, usually the self is the only "egg" left in the "basket" for investment. If the self has been neglected, retirement can be "hell". Teachers need to balance activities so that more resources are available if one of the activities disappears.

Heart disease specialists were the first to realize that their patients wore out the seats in the waiting room long before seats occupied by other patients wore out. This discovery led psychologists to the realization that people can be separated on the basis of "hurry-sickness" characteristics into two distinct psychological types—Type A and Type B.

TYPE A BEHAVIOUR	TYPE B BEHAVIOUR
Aggressive struggle to do a lot in a little time	Doesn't refer to watches often and pushes less hard to fit tasks into a time slot
Hostile when facing environmental challenge	Less hostile
Tends to talk fast, think of three things at once and do two things at the same time	Does not try to squeeze a lot into a little time
Impatient with traffic speed and sentence completion speed of others	Waits patiently for other cars and others to complete their own sentences
Feels guilty if not working every minute	Enjoys relaxation and periods of no accomplishment
Has tremendous obsession with numbers of tasks accomplished, things sold	Enjoys being . . . a stroll in a park, daydreaming
Not very creative	Creative
Concern with numbers	Takes time to make good decisions or delegate—therefore often are corporation presidents
Makes great salesperson or head secretary	

Despite their aggressive natures, fewer Type A individuals reach top management positions because:

- They make decisions too quickly. Wisdom in decision making is more valued than quickness of decision making in top management positions.
- Type A's die earlier—usually from coronary disease, leaving only Type B's available for such positions.

- Type B's are more creative, are more apt to ponder a problem, leave it, relax and then come back with fresh insights.

While all Type A's are ambitious, not all ambitious people are Type A's. While Type A's are very productive, they need to learn to stop running and start living.

Rethinking means switching gears to a rational problem-solving approach rather than "bitching" chronically about some concern. Holding grudges and "crying over spilled milk" interferes with interpersonal relationships and prevents getting on with the job of living.

The process of planning, anticipating or preparing for stressors is called **imaging**. It is best done on a daily basis during relaxation sessions. Imaging involves the following:

- Become aware of personal stressors on a daily basis. Don't ignore stress. Itemize the stressful incidents in the course of your day.
- Let the stressors incubate. If you feel embarrassed or angry, this is usually not the time to act. Time allows you to be more objective.
- Try to "unstress" the stressors in a harmless way. Clearly define the problem; solutions will "pop-up" for many of the problems you face.
- Detailed lesson plans may automatically sequence themselves as a result of this technique. The end result is a feeling of high self-esteem stemming from the success of your problem-solving techniques.

PHYSICAL ACTIVITY

One of the most potent techniques for coping with teacher stress is a regular pattern of physical activity. The American Medical Joggers Association recommends one hour of running a day, 6 days a week to avoid coronary disease—the number one killer in Canada. Recent research reveals that running promotes the growth of high-density lipoproteins (HDL) which act to fight off heart disease by attracting free-floating cholesterol from the blood stream. This cholesterol would normally end up clogging arteries.

The "high" that most people feel as a result of regular patterns of exercise is probably the result of increased secretions of endorphins—hormones secreted from the pituitary and the brain. Called the body's natural morphine, endorphins act like pain-killers creating intensely pleasurable feelings when the body is under stress from physical activity.

Running is our most ancient and effective survival mechanism. We are descended from those who ran to stay alive. The need to run may actually be genetically programmed into our brains. In any case it is a positive alternative to tranquilizers. While it may not eliminate stress it may put us in a better frame of mind to deal with it. It is a "time-out" therapy that is an effective treatment for mild depression. What is true for runners is equally true for others involved in moderate forms of exercise.

GET RID OF YOUR "PAUNCH"

ABDOMINAL STRENGTH MAINTENANCE PROGRAM

- Begin by lying on your back, arms at your sides, feet flat on the floor.
- Slowly lift your head and shoulders until your head is clear of the floor.
- Repeat 30-40 times each day.
- Then progress by having your head touch your knees.
- Next clasp hands behind head and touch your elbows to your knees.
- Practise contracting the abdominal muscles isometrically at your desk or while watching T.V. by forcibly "squeezing" muscles together.
- Alternate strong isometric contractions with a "hollowing" of the abdominal area. Attempt to "suck it in" rhythmically as you exhale.
- This is an excellent way to eliminate lower back pain.

CAUTIONS ABOUT EXERCISE

- **If you have high blood pressure, start slowly with low resistance exercise—no isometrics or weight-training.**
- **Drink a cupful of water every 20 mins. when exercising in the heat.**
- **Don't exercise when temperature is 28°C (84°F) or higher, or the humidity is above 80%.**

The REAP program described for stress management is really a re-emphasis of good health habits. It emphasizes the five most important techniques for reducing stress symptoms.

- Build resistance by regular sleep, exercise, relaxation and proper eating habits.
- Compartmentalize life into clearly defined work and non-work segments.
- Let no other activity interfere with regular physical activity.
- Talk problems through with peers on the job. Confront the issues.
- Withdraw physically from the stressful situation to allow relaxation techniques to "pop up" solutions.

A Stress-Proof Life Style

Dr. Lester Breslow, in a five and one-half year study of over 7,000 people, discovered that those following six or seven of the daily health habits described had an additional life expectancy of 33.1 years at age 45 while those following three or less of these habits had an additional life expectancy of only 21.6 years. Thus an additional twelve years can be added to your life by following these seven health habits:

- Get eight hours of sleep per night. As you grow older you may need less sleep but a range of six to nine hours is normally required.
- Eat a good breakfast every day. The rise in blood sugar will help you get through the morning without a coffee break and will give you the energy to exercise during your lunch period.
- Don't eat snacks. People who snack a lot usually have poor eating habits to begin with.
- Maintain your weight within reasonable limits. Women should carry no more than 20% body fat and men no more than 14%.
- If you can pinch an inch of fat anywhere or if your waist is larger than your chest, you are carrying too much fat.
- Don't smoke. Heavy smokers have shorter life spans. Pipe and cigar smoking is less hazardous than cigarette smoking.
- Be moderate in your alcohol consumption. Recent research suggests that moderate drinkers who exercise regularly are less prone to coronary heart disease than those who don't do either.
- Follow a regular daily habit of moderate physical activity. Too strenuous an exercise program can become another stressor in your life. Avoid overemphasis of any one habit.

STRATEGIES TO IMPROVE STUDENT SELF CONCEPT

Teacher Effectiveness Training

William Glasser, in his book *Schools Without Failure*, stated that education itself causes students to fail. He blamed the school's lack of involvement, relevance and thinking as the primary culprits in student failure. The needs for love and self-worth are crucial to the development of student identity. Schools will cease to be self-destroying institutions when they become staffed with responsible teachers who are warm, affectionate and human.

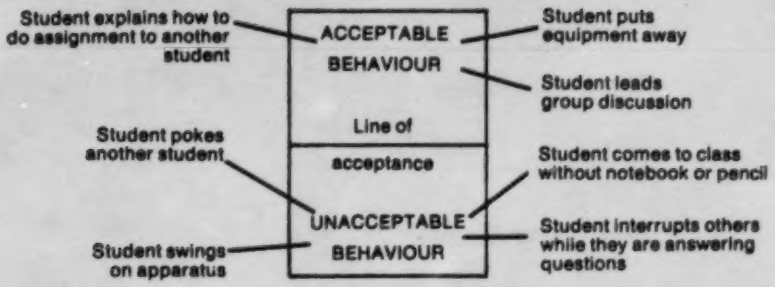
Thomas Gordon felt quality student-teacher relationships were essential to the learning process. Teaching and learning are really two distinct processes. If learning is to occur in a classroom, a unique kind of relationship must exist between the teacher and learner. Communication skills that bridge this gap is what Teacher Effectiveness Training (TET) is all about. It is a natural outgrowth of Gordon's *Parent Effectiveness Training* which is now taught by more than 5,000 instructors throughout the world.

What is a Good Teacher-Student Relationship?

- It has openness. Students and teachers are each able to risk directness and honesty with the other.
- There is caring. Each knows that he is valued by the other.
- There is interdependence of one on the other, as opposed to dependency on the teacher for constant direction.
- There is separateness to allow each to grow and develop his uniqueness, creativity and individuality.
- There is a mutual needs meeting. Neither's needs are met at the expense of the other.

Acceptable and Unacceptable Behaviours

The first step in TET is determining which student behaviours are acceptable and which are not. By locating all student behaviours in his "window", the teacher can determine how accepting a teacher he really is.


Student explains how to do assignment to another student
ACCEPTABLE BEHAVIOUR
Student puts equipment away
Student leads group discussion
Line of acceptance
Student pokes another student
Student comes to class without notebook or pencil
UNACCEPTABLE BEHAVIOUR
Student interrupts others while they are answering questions
Student swings on apparatus

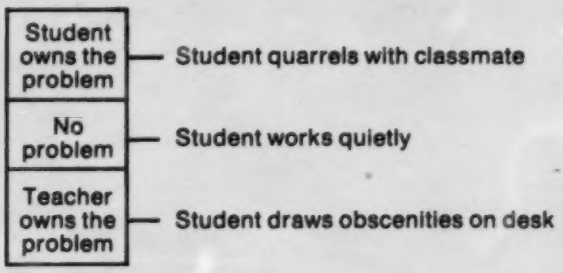
TEACHER'S ACCEPTANCE WINDOW

Teachers with high standards usually have a high "line of acceptance" where the number of unacceptable behaviours far outweighs the number of acceptable behaviours. These teachers emphasize students' faults and weaknesses because they believe students are incapable of self-correction.

At the beginning of the day, this line may be low because the teacher is fresh and cheerful, but it may rise dramatically during a hot afternoon when the teacher becomes fatigued.

Who Owns These Problems?

Once the teacher has clarified which behaviours are unacceptable his next step is to determine whose problem it really is.



Teachers must learn to act differently when the student owns the problem. If the teacher feels he is being damaged in any way, it is a teacher-owned problem but if the teacher merely feels that the student should act differently, the problem is probably a student-owned one.

The object of TET is to expand the no-problem area of the relationship because it is only here where effective teaching and learning can occur. Mastering effective TET skills will allow the teacher to eliminate many of these problems so that more real "teachable moments" can take place.

Student-Owned Problems

Learning is virtually impossible if a student is worried about moving away from home, lack of money, child abuse, or his pregnant girlfriend. Responding effectively to these problems does not mean that a teacher should assume ownership of them. An effective teacher response is one that avoids using the twelve common roadblocks most of us use to indicate our unacceptance of the student at a time when he is desperately in need of acceptance.

THE LANGUAGE OF UNACCEPTANCE

Whenever a student encounters a problem, i.e. getting an assignment done on time, teachers may respond by:

- offering a solution to the student's problem
  - "commanding" that the work be done now
  - "threatening" the student with failure
  - "moralizing" that it's the student's job to study
  - "advising" that he should work out a better time schedule
  - "lecturing" that the student has only fifteen days to complete the work
- judging, evaluating or "putting the student down"
  - "criticizing" him for his laziness
  - "labelling" the student as immature
  - "diagnosing" the student as "devious"
- praising or reassuring the student
  - "flattering" the student into thinking he can do the work
  - "consoling" the student by relating a similar problem that the teacher had
- questioning the student
  - "cross examining" the student to determine where he went wrong
- avoiding the problem altogether
  - "humoring" the student or suggesting that now is not the time to deal with the problem

Most teachers resort to these roadblocks when confronted with student-owned problems. They are ineffective because whenever a teacher says something to a student, he also says something about the student. For example, if a student says:

"I can't stand going to school", a typical teacher response might be:
"Oh, everybody has felt that way at one time or another. You'll feel better once you get in the swing of things."

Such a response may prompt the student to infer:
"You don't really think my problems are genuine concerns to me."
"You feel my judgment of the school is unacceptable."
"You must think I'm crazy."
"You obviously think I'm the one who needs changing, not the school."
"You don't really take me seriously."
"You probably think I'm very immature to think this way."

Each inference the student makes from what the teacher said implies unacceptance of the student. Obviously such a response is not a constructive one. The student's self-esteem as well as the teacher-student relationship has been adversely affected by what the teacher felt was a well-intentioned response. Professional therapists and counsellors avoid these roadblocks when they work with children. Such responses are either non-therapeutic or destructive.

Helping Students with Problems

The key to the helping relationship is listening skills. Listening invites troubled people to talk, releases feelings, keeps the "ball" with the person who owns the problem and communicates acceptance of the student as he is, troubles and all.

There are four different ways of listening to students.

- Passive Listening (Silence)

  Saying nothing communicates acceptance. A student can't tell you what is bothering him if you are doing all the talking.

- Empathetic Grunting

  Silence does not prove you are really listening, particularly if the student has a lot to say. Nodding, smiling, frowning, "uh-huh", "Oh", "I see" all indicate that you are well tuned in.

- Door Openers

  Sometimes students need additional encouragement to go deeper or even to begin:
  "That's interesting. Want to go on?"
  "Do you want to talk about it?"

- Active Listening

  The most effective listening occurs when the listener interacts with the speaker to make sure the listener has understood. This involves decoding what the speaker said.

Often a student's anxiety level is so high that he has difficulty stating clearly what is really bothering him. The effective teacher can usually get at the root of the student's problem by using active listening skills.

e.g. Student — "Are we going to have a test soon?"
Teacher — "You are worried about getting a test."
Student — "No, it's just that I don't do well on essay exams."
Teacher — "Oh, you're worried that the test might be an essay type."
Student — "Yes, I don't do well on them."
Teacher — "I see, you feel you do better on objective tests."
Student — "Yeh, I always botch up essays."
Teacher — "It will be a multiple-choice test."
Student — "What a relief! I'm not so worried now."

Active listening is a powerful tool for facilitating learning. It creates a climate where students feel free to think, question, discuss and explore. It also frees up more time for teaching and learning.

Teacher-Owned Problems

When a teacher becomes annoyed, frustrated, distracted or angry, he has a problem. When students destroy equipment, interrupt the teacher, or smoke in the washroom, they are causing teacher problems. Coping with teacher-owned problems requires a totally different approach. Using the language of acceptance here is inappropriate, and phony. The teacher must modify either

- the student's behaviour
- the environment-learning materials, seating, or
- the teacher's own behaviour

Modifying Student Behaviour

Most methods that teachers use to modify student behaviour fall into three categories.

- Solution messages
- Put down messages
- Indirect messages

Solution Messages

- ordering, commanding — e.g. "Shut-up! Sit down!"
- warning, threatening — "If you don't settle down, you'll be here 'til five."
- moralizing — "Grow up, you're in high school."
- using logic — "Do you do that at home?"
- advising — "Start now so you won't have to do it tonight."

Solution messages fail because the teacher holds out solutions to his own problems and expects students to "buy them". They usually don't work because they send the message of inability to help yet they give us no information at all about how the problem affects the teacher. Hence students infer that the teacher is grumpy, unfair, mean, uptight, etc.

Put Down Messages

- judging, criticizing — "You haven't passed a test yet."
- name calling, ridiculing — "You're acting like wild animals today."
- analyzing, diagnosing — "You're just trying to get attention."
- praising, agreeing — "You have the brains to do this."
- reassuring, sympathizing — "I realize you have a big game today but does that allow you to sleep in."
- probing, interrogating — "Why didn't you hand this in earlier?"

Put down messages blame the student for causing the teacher a problem. Again, the teacher gives no information about how this problem is affecting him. Such negative evaluation continually picks away at the student's self-esteem. In response, the student may argue, shift blame or say "I don't care, go ahead. Do your worst."

Indirect Messages

Kidding, teasing, sarcasm are techniques teachers use when they know the risks involved with giving solutions and put-downs. The teacher's hope here is that he can solve the problem quietly.

"Now that the comedy hour is over, let's get on with the lesson." . . .

is one teacher's method of getting his class to settle down. These messages seldom work because they're often misunderstood; students see the message as an avoidance of direct contact.

How to Confront Students Effectively

Teacher confrontation messages use the same language of unacceptance that was common to roadblocks dealing with student-owned problems. Almost all teacher confrontation messages contain the pronoun, "You".

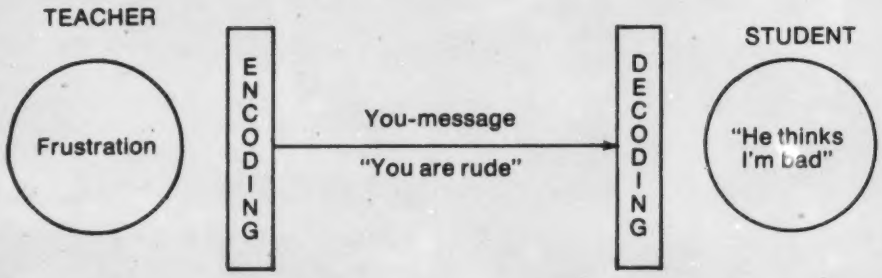
"(You) stop that!"
"You ought to know better!"
"When will you grow up?"
"You're acting like an infant!"

The focus is all on the student. If the teacher said anything about how he felt about the behaviour or how it tangibly affected him, the message would come out as an "I message".

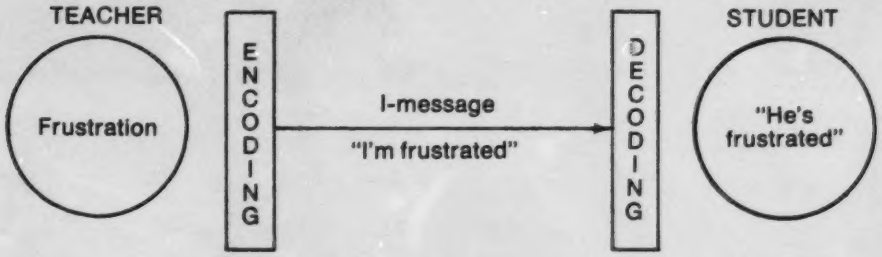
"I can't think straight when you behave like that."
"I'm frustrated by this noise."
"I'm really annoyed when people get pushed around in here."

The "I" Message

"I" messages put the problem where it belongs—with the teacher.



When the teacher uses a "You" message, the student gets the message that he's bad; whereas when an I message is used, the student finds out **how the teacher feels.**



"I" messages avoid the negative impact that accompanies "You" messages, freeing the student to be considerate and helpful, not resentful, angry or devious. "I" messages reveal teachers as honest and real.

HOW TO PUT AN I-MESSAGE TOGETHER

- "I" messages must state clearly what is creating the teacher's problem, e.g. "When I see feet on the desk . . . "When you interrupt me . . .
- No editorializing (evaluating) must be made, only the facts should be stated.
- "When" must precede each statement to emphasize that it is just at specific times when a particular behaviour occurs that you have problems. It is not the student's general character but rather the particular behaviour that upsets you.
- The "I" statement must pin downt he concrete effect that such behaviour has on you. "When you borrow books from my desk without telling me, I get very annoyed trying to find them."
- "I" messages must state the feelings generated within the teacher. "When you leave your feet in the aisle, I'm afraid I'll trip, fall and hurt myself."

The "I" message must follow the pattern

Behaviour → effect → feeling

Teachers must learn that anger is a secondary feeling. It usually follows fear, anxiety, frustration or disappointment. It is an act, not a true emotion. The "I" message should contain only the primary feelings that caused the anger. Usually since these feelings are less intense, the tendency to "overkill" disappears.

The No Lose Method of Resolving Conflicts

"We cannot afford to underestimate the psychological brutality, dehumanization, and irrelevance of life in many of our nation's schools. The creative spirit of man is being destroyed within the schools many of your children are forced to attend."

— Charles Silverman

The authoritarian and permissive methods of resolving conflicts are too often self-defeating. The no-lose method allows both teachers and students to win.

This is an excellent method to use at the beginning of the year to clarify assignment expectations, attendance procedures and equipment usage.

Define the Problem

- first convince students that this is not a gimmick but a genuine attempt to make a democratic decision.
- only involve students who are part of the conflict or those who will be affected by the final decision.
- students must be willing to get involved with the problem-solving.
- don't minimize your own feelings. Say exactly how you feel. Make accurate "I" messages. Don't overstate your case.
- state your problem here, not your solution. "I want quiet" is not a need. It's a solution for anxiety.
- use active listening to help students express their needs.
- concentrate on conflicting needs, not conflicting solutions.
- don't introduce this method when the conflict is over a rule you have arbitrarily imposed.
- don't bring up only problems that bother you. "What are the problems we are having?" is a far better approach.

Generate Possible Solutions

- Use "brainstorming" techniques here to generate many solutions.
- don't evaluate proposed solutions.
- use "door openers" to get everyone involved.
- write down each solution.
- don't require students to justify their ideas.

Evaluating the Solutions

- "Which idea is best?"
- cross off any solution that anyone is opposed to.
- be sure everyone understands opinions that are expressed.
- state your own opinion. Don't let a solution stand that you object to.
- document and analyze. Encourage people to explain why their ideas have merit.
- don't rush—let everyone have his say.

Making the Decision

- Don't vote—this produces losers.
- Straw votes are O.K. if they're not binding.
- Test proposed solutions.
- Work towards consensus. Everyone should agree to at least try it.
- Write down agreed upon decision. Grudging submission is not consensus.

Determine How to Implement Decisions

- Who does what by when?
- What do we need to get started?
- Determine standards of performance.
- Assign timekeepers to check schedules.

Assessing the Success of the Solutions

- Has the problem disappeared?
- Did we make progress?
- Are we happy with what we did?
- How effective was our decision?
- If the decision didn't work, don't be afraid to make changes.

The no-lose method of problem solving can be used for student-student conflicts as well as teacher-student conflicts. The benefits and rewards are great.

- no resentment is involved because no power plays are made
- motivation increases because the students participated in the decision-making
- no selling is needed
- no power or authority is required
- students like teachers and teachers like students
- real problems are uncovered
- students become more responsible and mature

Transactional Analysis

Transactional analysis is a very simple tool that teachers and students can use to understand better their self concept. Transactional analysis is surveyed in the O.S.S.T.F. Resource Booklet entitled *Values Education* so a detailed discussion will not be presented here.

Transactional analysis was founded by Eric Berne and was popularized by Dr. Thomas Harris with the publication of his book *I'm O.K.-You're O.K.*. Berne says that whenever people communicate with each other, they are communicating from one of three ego states—the parent, the adult, or the child. Such things as voice tone, body stance and message content provide clues as to the ego state that is in operation.

When people communicate they engage in transactions. If two people engage the same ego states when they transact, no conflict will occur. These are known as complementary transactions. If two people communicate to each other from different ego states, conflict will take place. These transactions are known as crossed transactions.

Group Dynamics/Self Awareness Techniques

Introduction

Teachers understand that to be effective in their teaching activity they should have a series of objectives for every lesson that they teach. These objectives can be neatly categorized into three areas:

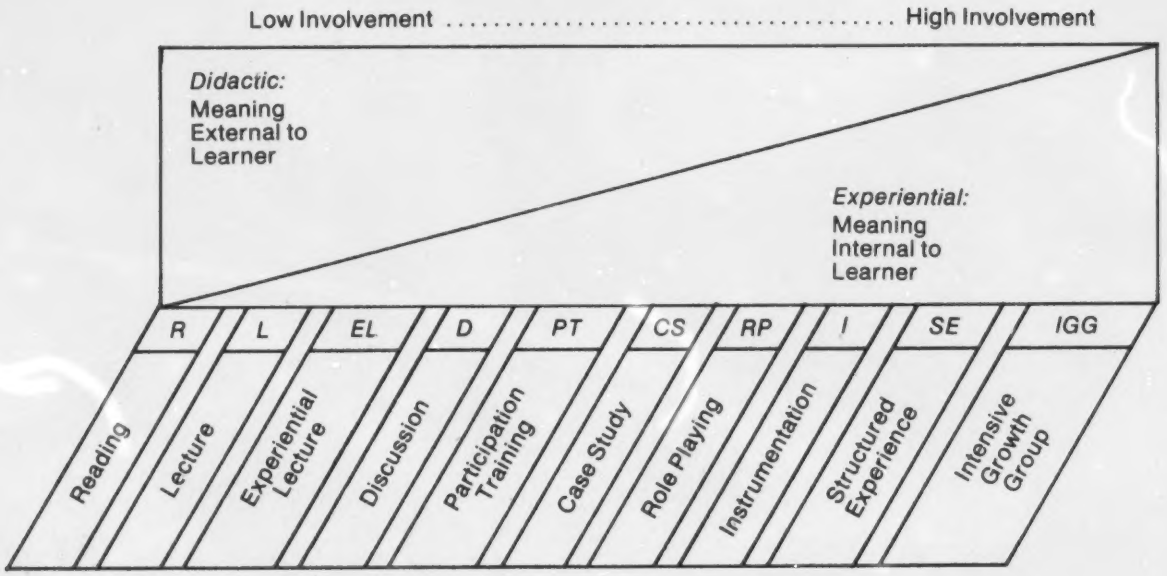
- knowledge objectives — these are objectives related to "content". If after a particular classroom activity you hope that students would be able to list six events that led to the confederation of Canada in 1867, then this would be a knowledge objective.
- skill objectives — these are objectives related to being able to perform a particular act successfully. If at the conclusion of a mathematics course you expect students to be able to add, subtract, multiply and divide successfully, then this would be a skill objective.
- attitude objectives — these are objectives related to how a student "feels" about a particular event or personality. It also relates to how a student feels about himself. (e.g. empathy towards the survivors of the Jewish holocaust would be an attitudinal objective.)

Some educators believe that attitudinal objectives naturally flow from the successful accomplishment of knowledge and skill objectives. Other educators believe that by concentrating on attitudinal objectives the student will be better able to successfully complete skill and knowledge objectives. A teacher who devotes his complete attention to knowledge and skill objectives ignores an area that could be instrumental in achieving high student motivation. A teacher who devotes his complete attention to attitudinal objectives, however, in effect "throws the baby out with the bath water".

The Experiential Approach

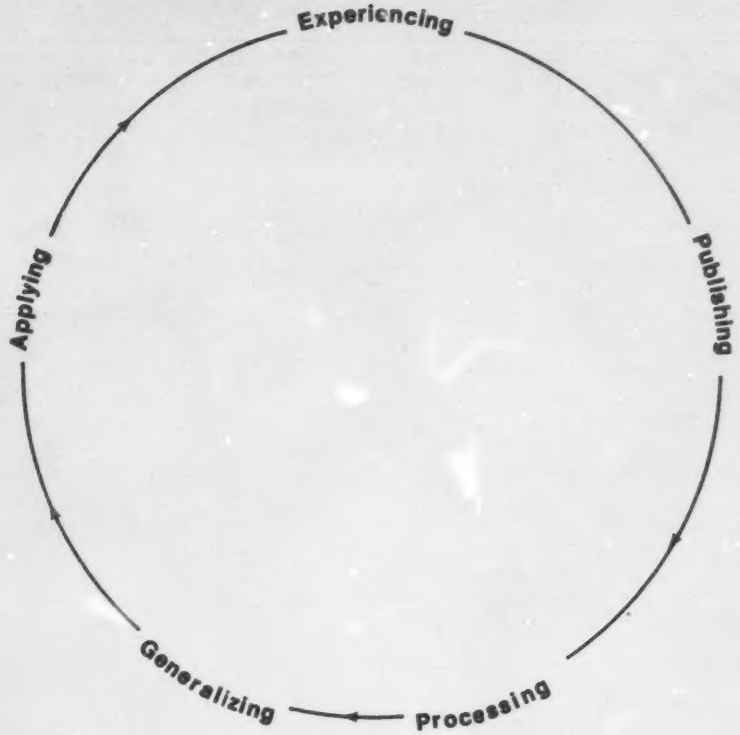
Most people have had the experience of "cramming" for a final exam. Information is ingested at a rapid pace and in turn is regurgitated in an equally rapid fashion. The only problem with this process is that it allows little time for digestion. "Real" learning is minimal—retention of information is low and the only behavioural change occasioned by the process is recurring attacks of acute anxiety. This approach minimizes learner involvement. The learner passively accepts information either from the teacher or from a textbook. One approach that attempts to counteract this passivity is the "experiential approach". The basic assumption of this approach is that students will internalize learning more effectively if they are active participants in the learning experience. This approach is not particularly new. John Dewey recommended much the same thing in the 1950's with his book *Experience and Education*.

Various teaching activities have different levels of experiential involvement. Listening to a teacher lecture on a particular topic requires a low degree of involvement by the student. Structured experiences, however, involve the student to a much higher degree. The following chart illustrates the relationship of various teaching strategies to degree of student involvement required.



The experiential approach has a great potential for student self concept enhancement. Experiential learning is characterized by high learner involvement and interaction. The data for learning comes from the life experiences and "here-and-now" reactions of the group members. Participants are expected to integrate their learning into new self concepts on their own terms.

The experiential approach is cyclical; it involves five separate but interlocking procedures.



Experiencing

- The process usually starts with experiencing. The participant becomes involved in an activity; he acts or behaves in some way or he does, performs, observes, sees, says something. This initial experience is the basis for the entire process.

Publishing

- Following the experience itself, it becomes important for the participant to share or "publish" his reactions and observations with others who have either experienced or observed the same activity.

Processing

- Sharing one's reactions is only the first step. An essential—and often neglected—part of the cycle is the necessary integration of this sharing. The dynamics that emerged in the activity are explored, discussed, and evaluated (processed) with the other participants.

Generalizing

- Flowing logically from the processing step is the need to develop principles or extract generalizations from the experience. Stating learnings in this way can help participants further define, clarify, and elaborate them.

Applying

- The final step in the cycle is to plan applications of the principles derived from the experience. The experiential process is not complete until a new learning or discovery is used and tested behaviourally.

Outside information in the form of reading and lectures can be utilized to enhance the meaning of the experience that took place at step one. Knowledge objectives then can and do play an important role in the experiential approach.

The basic element of the experiential approach is the structured experience. Structured experiences appropriate to the needs, abilities and maturity level of the students will foster a learning situation where students obtain a heightened self awareness, and will perhaps improve upon a negative self concept.

The Experiential Approach and the Secondary School

Educators will recognize that the experiential approach is not appropriate for all subject disciplines. There are, however, some subjects taught at the secondary level where experiential learning could be an integral part of the course.

- Man in Society courses — Many units in a Man in Society course could utilize the experiential approach. Units related to group processes, the individual versus the group, the psychology of the self—all would be appropriate units for the experiential approach.
- Careers courses — Many schools offer careers courses. One basic objective of these courses is to heighten self awareness so as to allow the student to make an appropriate career choice. The experiential approach to learning could be an extremely useful method for achieving this objective and many others.
- Family Studies courses — Many family studies courses have units related to child rearing and child development. Experiential exercises could be used to enhance the student's awareness of basic psychological processes related to the development of the child.
- English courses — Some English courses review literature related to the topic of the individual interacting with his environment. Appropriate structured experiences could be utilized to enhance the student's understanding of the author's point of view.

Besides being used in traditional secondary school subject disciplines, the experiential approach could be used in new or "experimental" courses that could have various titles such as Human Development, Education of the Self, Human Relations, Basic Communication, Leadership, etc. One such course is described in the section entitled "Leadership Training".

The experiential approach can be very effectively utilized in leadership programs conducted outside the school for students involved in student government or the organization of athletic events.

The Pfeiffer and Jones System of Experiential Learning — An Overview

It is evident that for experiential learning to be effective, the teacher or facilitator must be able to design an appropriate course and must have access to appropriate structured experiences and pertinent support materials. Space does not permit a detailed analysis of experiences that can be utilized. However, an indispensable book that can be used by the teacher designing a course around experiential learning is entitled *Reference Guide to Handbooks and Annuals* by J. William Pfeiffer and John E. Jones, University Associates, 7596 Eades Avenue, LaJolla, California 92037. This book is in effect an index to all the structured experiences, instrumentation, lecturettes, theory and practice discussions and resources listed in the eighteen handbooks published since 1972. The structured experiences are organized under the following categories:

Ice Breakers
Awareness Expansion
Interpersonal Communication
Intergroup Communication
Personal Feedback
Dyads
Leadership
Group Process
Group Problem Solving
Competition
Organization Development

It is obviously somewhat cumbersome to handle eighteen volumes of information. Pfeiffer and Jones have therefore recently produced *The Structured Experience Kit* which is simply a portable file cabinet containing 340 structured experiences in 8½" x 11" format.

Curriculum Materials for Experiential Learning Programs

Listed below are some of the materials available for classroom use that are specifically designed to elevate student self-esteem

- *100 Ways to Enhance Self-Concept in the Classroom*, Jack Canfield and Harold Wells, Englewood Cliffs, N.J. Prentice-Hall, Inc., paperback, $6.95. An excellent collection of classroom strategies to help students appreciate who they are. Jack Canfield offers superb workshops on Self-Concept Enhancement through the Centre for Wholistic Education, Box 575, Amherst, MA, 01102.
- *About Me: A Curriculum for a Developing Self*, Harold Wells and John T. Canfield, Encyclopaedia Britannica Education Corp., 425 N. Michigan Ave., Chicago, Illinois, 60611. Student book—69 cents, Teacher's Guide—$3.95. Excellent curriculum material, 17 lessons designed for grades 4-6.
- *Developing Self-Concept*, Sunburst Communications, Pleasantville, New York, 10570. Two filmstrips and records or cassette. Ideal secondary school resource that emphasizes raising self-respect by getting real self, perceived self, and ideal self closer together. Good for adolescents who often judge themselves in a severe and uncompromising manner.
- *Dare to be Great*, Dare to be Great Inc., Winter Park, Florida. Series of cassettes emphasizing goals, enthusiasm, people relationships, creative imagination, perseverance, self-discipline and producing results. Good for younger children.
- *The IALAC Story*, Sidney B. Simon, Argus Communications, 7440 Natchey Ave., Niles, Illinois 60648. 8 minute cassette and filmstrip, $20.00. Story of a young student who loses his "I am Loveable and Capable" sign, after a typical day with his family and school.
- *Achievement Motivation Materials*, Alfred Alschules et al Education Ventures, Inc., 209 Court St., Middletown, CT 06457. A curriculum program for ninth graders adapted from Harvard University's Achievement Motivation Development Project.
- *Motivation Advance Program*, Audrey J. Peterson. Achievement Motivation System, 111 East Wacker Drive, Chicago, Ill 60601. An experiential program for high school students to see themselves as worthy and unique individuals.
- *Study Guide for Building Self-Esteem*, I.S. Barksdale, Barksdale Foundation, P.O. Box 187, Idyllwide, Ca 92349. Lack of self-esteem is seen as a major cause of alcoholism, drug addition, aggression, suffering and unhappiness. Pamphlets, booklets, and cassettes are included.
- *Teaching People to Love Themselves*, Dr. D. Peretz Elkins, Growth Associates, P.O. Box 8429, Rochester, New York, 14618. An excellent leader's handbook of theory and technique for Self-esteem and Affirmation Training 1978.
- *Reaching Out*, David W. Johnson, Englewood Cliffs, N.J. Prentice Hall, Inc. 1972. Experientially based learning programs on interpersonal effectiveness are outlined.
- *Free to Be . . . You and Me*, Francine Klagstrum, Webster Division McGraw-Hill Book Co. 1974. Popular book and record dealing with self-esteem for adults and children.
- *Am I O.K.* Paul C. Phillips (F.D. Cordell, Argus Communications, 7400 Natchey Ave., Niles, Ill. 60648. 30 spirt masters, 26 TA posters, plus book for $34.00 makes an excellent course of study for high school teenagers.
- *Joining Together: Group Theory and Group Skills*. David H. Johnson, Frank P. Johnson, Prentice-Hall Inc., Englewood Cliffs, N.J. 1975 (470 pgs.). This book outlines various structured experiences and also provides accompanying readings. Chapter titles include: Leadership, Decision Making, Communication within Groups, Cohesion and Norms.
- *The Effect of Affect:* Over 100 Classroom Activities to Develop Better Relationships, Self-Esteem and Decision Making. Anthony J. Cedoline, Academic Therapy Publications, San Rafael, California, 1977 (61 pages). This book presents a sequence of activities related to introductory, awareness, role-playing and decision making experiences.
- *Growth Games*. Howard R. Lewis, Harold S. Streitfeld, Harcourt Brace Jovanovich Inc., New York, N.Y. 1970 (292 pages). The authors present many structured experiences that a classroom teacher could use to enhance student self-concept. Discussions and anecdotes are presented also to supplement the experiential activity.
- *Groups: Theory and Experience* (Instructor's Manual). Rodney Napier and Matti Gershenfeld, Houghton Mifflin Company, Boston, Mass. 1973. Many exercises are presented around the topics of perception and communication, membership, group norms, standards and pressures, leadership, group problem solving and decision making. (148 pages).

Contract Learning

Getting students to assume responsibility for learning means allowing them to make decisions over what they learn, when they learn it and to what degree they master the topic chosen. Student contracting is one way of getting students to take some initiative in the learning process. With contracting, the teacher becomes a facilitator—instead of being a source of information and the initiator of all activities, the teacher contractor becomes a diagnostician, a co-evaluator, a motivator and a resource person.

True contracting involves payment upfront. Here the teacher and the student come to terms over grades before the work begins. If the teacher can't be specific enough about quality and quantity or work required, the whole idea of contract learning becomes a sham. If someone went to a builder and said, "Build me the best house you can and I will pay you what I think it's worth when it's finished", the contractor would walk off the job. We attack a student's self-image in the same way when we question his perception of his ability. When teachers and students agree to a grade before the project begins, they do so with a clear understanding of the knowledge, skill, and affective objectives involved in the contracted task.

The following principles are essential in contract design:

- Time allotment — the amount of time allotted for contract completion will depend on whether a short term or a long term contract was chosen and the Grade level at which the contract was chosen. Younger students or those new to contract learning should begin with short term contracts to become familiar with the degree of responsibility involved. Some students are incapable of working on their own for any length of time.

SHORT-TERM CONTRACTS	
Grades 10-12	One that can be completed in one week or less.
Grades 7-9	One that can be completed in less than one week.
LONG-TERM CONTRACTS	
Grades 10-12	One that lasts six weeks or longer.
Grades 7-9	One that lasts three weeks or longer.

- name of student and the date the contract was agreed upon.
- performance objectives
  quantitative
  e.g. 2 page book review of 8 books for a B grade
  qualitative rating system
  e.g. unacceptable 1
  low median 2
  median 3
  median superior 4
  superior 5
- provisions of contract
  i.e. work to be done
  In not more than fifty words (using any form of prose or poetry) do one of the following:
  - describe a clock as a villain
  - describe a truck convoy as animals at night
  - describe a woman as a bird or an insect
  - describe the sun as an orchestra leader
  - describe the moon as a trapeze performer
  - describe a group of mountains as a family
  - describe the wind as an artist
- due date
- signatures of student and teacher
- evaluation agreed upon by teacher and student relative to performance objective chosen.

SAMPLE LEARNING CONTRACTS

WHALES & WHALE ECOLOGY
Contract 1

Assignments:

1. View filmstrip "Whale Ecology" and answer questions on Question Sheet.
2. Read article on "Whales: Past and Present".
3. See **Nature Canada** reprint "The Status of the World's Whales" and read:
   (a) p. 12 — The Whales off Canada's Coast
   (b) p. 15-17 — Blue Whales, Humpback Whales, Sei Whales
   (c) p. 18 — Right Whales
4. Read magazine reprint "Whale-watching" and do Question Sheet.
5. View film "Whales and Whalermen".
6. Read — "Whales — Believe It or Not!"
7. Listen to recording "Songs of the Humpback Whale".
8. Read newspaper article "It's Russia and Japan Against Everyone Else" and answer questions on Question Sheet.
9. View film "After the Whale".
10. Read newspaper article "Saving Whales No Eccentric Whim" and do questions on Question Sheet.
11. Listen to cassette tapes on "Whales in Canada".
12. Write a two-page (double-spaced) essay that tells your ideas about the future of the world's whales.

Grade Completion Requirements:

A—all assignments
B—assignments 1, 3, 4, 5, 6, 8, 9, 11, 12
C—assignments 1, 2, 3, 5, 7, 8, 9, 12
D—assignments 1, 3, 5, 6, 7, 9, 12

Figure 1

Secondary Sample Contract

The following provisions of the contract were jointly agreed upon by _____ (Student) and _____ (Teacher) on _____ (Date).

OBJECTIVE:

PROVISIONS OF CONTRACT:

The due date for completion of this contract is _____ (Date).

I, _____, agree with the contents of this contract and agree to fulfill the obligations written herein.

EVALUATION:

_____ (Student)

_____ (Teacher)

SCIENCE CONTRACT

I, ..., do hereby promise to fulfill all the requirements specified for a grade of . . . . . on the . . . . . section of this Science course.

I, ..., do hereby promise to grant the student named above a grade of . . . . . on the aforementioned section of this course should he/she fulfill the specified requirements.

Signed this . . . . . day of . . . . . 197 . . . . .

Types of contracts teachers can use

- Teacher-made, Student-assigned
  Here the teacher decides the amount of work and the amount of time allowed. Student may decide, from choice of three contracts varying in degree of difficulty, which contract to do.
- Student-made, Teacher-agreed
  Student identifies an area of "weakness" for himself, decides what he wants to do and then gets teacher agreement. Teacher helps student modify plan if necessary.
- Student-made
  Student decides what he wants to do, writes up the contract and is then given classroom time to pursue the topic.

If the student contracts for an unacceptable grade, he should be convinced to upgrade his contract to a pass. A student should be encouraged to accept the agreed-upon grade even though his performance is superior to that contracted for. A tradesman, for example, doesn't expect extra remuneration when he does a better job than that contracted for. The student must assume ownership of the task; otherwise, he will contract low all the time and let the teacher bail him out everytime he misjudges his potential. Students should be encouraged to redo incomplete assignments until they reach the grade contracted for.

Drawbacks of learning contracts

- students who aim at 60% will perform only up to that level. Total performance then throughout the year may not improve at all.
- students may avoid learning experiences beyond contract and thus may receive less enrichment than students in traditional classes get when they are held responsible for the whole course.
- discussion time needed by teachers to work out contracts may not be available to many teachers.
- teacher has the difficult burden of identifying standards for each grade and translating standards into terms meaningful to students.
- teacher may be unwilling to give up a piece of his power by agreeing to a grade before work on the contract begins.

Advantages of learning contracts

- student learns to function independently—assumes responsibility for his own self-management.
- teacher has more time to work on the learning needs of individual students.
- contract provides continuing source of information on student progress. Thus teacher is able to monitor the exact point at which the student is working.
- students like learning contracts because they minimize the effect that personal feelings have on subjective grades achieved.
- students prone to anxiety from work and grades are freed from worry.
- students can distribute their work evenly over the semester or term.
- students learn to be more realistic in assessing their capacities.
- dissatisfaction over grades at end of year is minimized.
- by returning incomplete work for redoing, teacher can see students make real learning gains throughout the course.

Peer Influence

"Peer group pressure in the secondary school is obvious and inescapable. Schools must find ways to turn this pressure to good use."

S.E.R.P.

The objective of personal counselling is to provide each student with opportunities to develop and reinforce a positive self-image and to explore ways of coping with personal and interpersonal concerns. One objective is to initiate a peer counsellor program where students are trained to provide some individual and group counselling to their fellow students . . . .

Ministry of Education, Guidance, Senior Division 1977

The Peer Influence Model

Unlike their forefathers who were introduced to adult status at an early age, young Canadians are forced to remain in a position of dependence for long periods of time. Though they leave childhood behind at an early age, they do not embrace adulthood until much later, usually when they join the job market. In the intervening years, these young people create their own sub-culture which has its own values, norms, language and symbols. Adults attempt to retain significant influence over the lives of adolescents but as time passes peer influence takes over.

SHIFTING INFLUENCES UPON THE YOUNG
ESTIMATED SHIFTS IN THE INFLUENCES UPON 13-19 YEAR OLDS
WHICH CHANGE THEIR VALUES AND BEHAVIOUR

	1960		1980	
1st	Mother, Father	1st	**Friends, Peers**	(up 2)
2nd	Teachers	2nd	Mother, Father	(down 1)
3rd	**Friends, Peers**	3rd	Television, Records, Cinema, Radio	(up 5)
4th	Ministers, Priests, Rabbis	4th	Teachers	(down 2)
5th	Youth Club Leaders, Counsellors, Advisers, Scoutmasters, Coaches, Librarians	5th	Popular Heroes, Idols in Sports and Music	(up 1)
6th	Popular Heroes, Idols in Sports and Music	6th	Ministers, Priests, Rabbis	(down 2)
7th	Grandparents, Uncles, Aunts	7th	Newspapers, Magazines	(up 2)
8th	Television, Records, Cinema, Radio	8th	Advertising	(up 2)
9th	Magazines, Newspapers	9th	Youth Club Leaders, Counsellors, Advisers, Scoutmasters, Coaches, Librarians	(down 4)
10th	Advertising	10th	Grandparents, Uncles, Aunts	(down 3)

Johnston Company Synthesis of 18 studies for youth and values-oriented clients. 1954-1980.

The peer group has most influence over the values, attitudes and behaviour of youth. Much time has been spent by educators in discussing the negative influences of peers on one another. However, few programs have been designed that capitalize on the strengths of the peer influence. Those programs which have been tried have been highly successful and have indicated the degree of positive influence one adolescent may have on another. If peers exert more influence over one another than anyone else does in areas such as attitudes, behaviour, and values then peers can and must exert great influence in the area of identity or self-concept. Self-concept of peers is enhanced through their interaction with one another. Research indicates that young people who are psychologically healthy derive some of this mental health through meaningful interactions with others. Families and schools have not capitalized on the adolescent need for meaningful interaction.

"Curriculum for Caring"

The objective of this concept, coined by Urie Bronfenbrenner, is to provide adolescents with more opportunities to perform meaningful and responsible service to others—one learns to care by caring. This can be accomplished in school by programs such as peer tutoring and counselling, and matching students in lower grades with those in higher grades.

Peer Counselling

One of the pioneering ventures in utilizing "peer power" was a peer counselling program instituted at Sir Robert Borden High School in 1972. "Peer Counselling refers to a relationship in which communication on matters of joint concern; with appropriate levels of empathic understanding, positive regard, genuineness and concreteness is made available by a trained peer designated as 'more knowing' to a person of approximately the same age designated as 'less knowing'." (T.J. Vried, *The Peer Influence Model in Counselling*, 1969, p.50). In the Ottawa program, student leaders were identified by staff and senior student body members. These students were interviewed and the components of a peer counselling program were presented. Parents of the selected students were contacted and permission from them for student participation was requested.

At the end of a training period, senior "trained peer counsellors" participated in group sessions with junior students. Parents of junior students in the counselling segment of the program had been contacted concerning the aims of the program. The group sessions focused on the following developmental concerns of adolescents:

- The way I seem to others.
- What I look for in a friend.
- Right and wrong.
- My career plans — how my high school courses relate to them.
- My responsibilities to family, friends, and community.
- Freedom — what it involves in the family, with friends, and in the community.
- The role of women and men in an adult society.
- Dating behaviour.

The following are unedited comments chosen randomly from those made by "peer counsellors" at the end of the program.

"I think this programme is very worthwhile. At the beginning of the regular sessions we are having I didn't think the meetings were very structured, and I was a little leary of the programme's intention's and goals. It was only through my ignorance of the programme that I must have felt this way, since in later sessions, I have found that the programme is exceptionally well organized, and the intentions are becoming more clear each day. This programme has also done *me* a lot of good. I am beginning to think about things I have never thought about before such as my responsibilities to other groups of people."

"The program is an excellent form of release, both of emotions and opinions, and helps one to understand the nature of other people's problems and offer helpful advice. The inter-action between people is both interesting and enlightening, and yet it seems a shame that more people cannot benefit from the scheme."

"The growing pains are over. Our group is much more relaxed and seems to have jelled as a fairly close unit. An honesty and sincerity in expressing oneself is "refreshingly" prevalent.

The discussions on how we must seem to others was tc say the least quite interesting and I might add quite successful for the group as a whole in the early stages of bringing us together.

The program is definitely succeeding in channeling and developing the potentials that most of the students have to offer. At the same time it has aided in the formation of a greater awareness of the self.

On the whole I'm very pleased with the present progress."

At the end of the Peer Counselling program students who participated were given the following award:

PEER COUNSELLING AWARD

This award is presented to

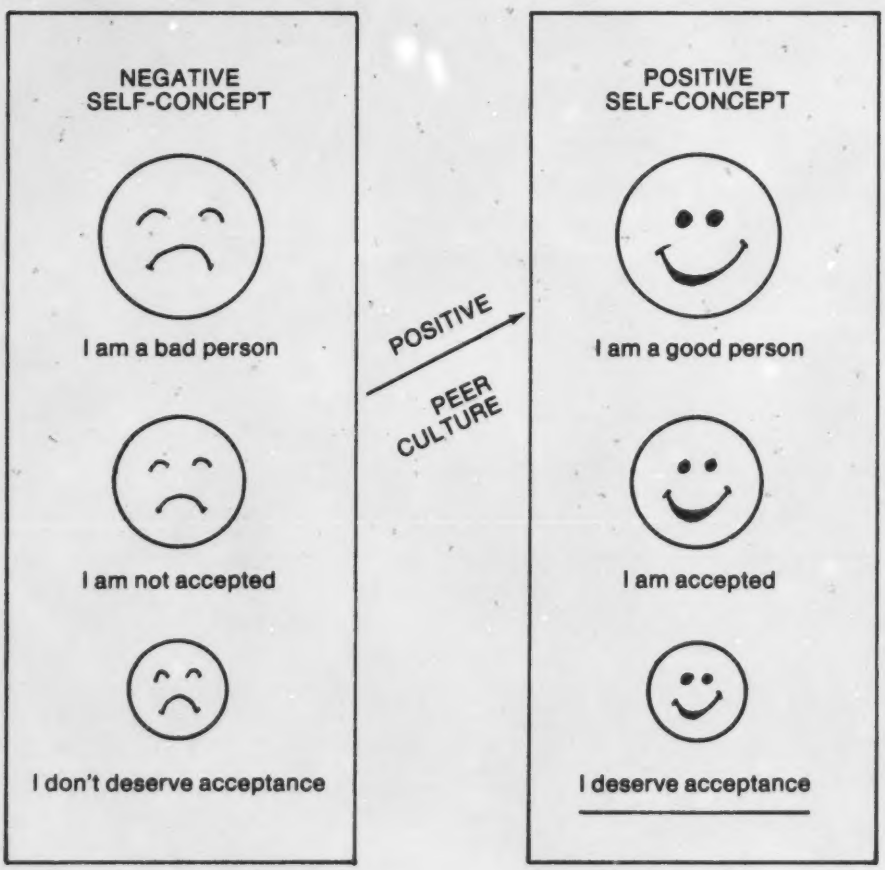
as an expression of sincere thanks for pioneering the Peer Counselling Program at Sir Robert Borden High School.

During the course of the program, you gave freely of yourself, your time and your energy in order to help your fellow students. We hope your life at this school this year has been richer because of your increased involvement. Your willingness to learn, your desire to understand, and your gift of caring for others have made our initial program a success.

Program Co-ordinator_____

"Positive Peer Culture"

Much attention has recently been focused on the outcomes of a program called "Positive Peer Culture" which is in operation at Downsview Secondary School in North York. The following diagram taken from "Positive Peer Culture" by Harry Vorrath and Larry Brendtro shows how they feel that this program enhances self-esteem:



"Positive Peer Culture" was introduced at Downsview in the fall of 1979 because of a desire on the part of administration and staff to enhance the total education and development of students served. One hundred and twenty indigenous leaders, both positive and negative, were selected from a student population of approximately nineteen hundred. All of these one hundred and twenty students were interviewed and twenty-seven were selected to be placed in P.P.C. groups. These 'leaders' met in groups of nine in regularly scheduled classes throughout the year and outside of regular class time on nearly as many occasions. The composition of P.P.C. groups is clearly outlined by Vorrath and includes:

- homogeneous grouping by sex
- nine members in each group
- homogeneous grouping by age, maturity and sophistication

Vorrath provides participants in the program with training in problem-solving. The following problem-solving list is provided to indicate the nature and scope of such training. Although this is not an exhaustive list, it does indicate the sorts of problems that P.P.C. leaders work with.

DESCRIPTION OF PROBLEMS

1. **LOW SELF-IMAGE:** HAS POOR OPINION OF SELF; OFTEN FEELS PUT DOWN OR OF LITTLE WORTH.
   a. Feels unlucky, a loser, rejected, mistreated; feels sorry for himself; has no confidence he can be of value to others.
   b. Worries that something is wrong with him, feels inadequate, thinks he is good for nothing, is afraid others will find out "how bad I really am."
   c. Distrusts others, feels they are against him and want to hurt him, feels he must defend self from others.
   d. Is uncomfortable when people look at him or speak to him, can't face up to people confidently and look them in the eyes.
   e. Is insecure with "superior" people, doesn't feel good enough to be accepted by others, except those who also feel poorly about themselves.
2. **INCONSIDERATE OF OTHERS:** DOES THINGS THAT ARE DAMAGING TO OTHERS.
   a. Does things that hurt people, enjoys putting people down.
   b. Acts selfishly, doesn't care about the needs or feelings of others.
   c. Seeks to build self up by manipulating others for his own purposes.
   d. Takes advantage of weaker persons and those with problems.
   e. Won't help other people, except, possibly, if they are members of his own family or circle of friends.
3. **INCONSIDERATE OF SELF:** DOES THINGS THAT ARE DAMAGING TO SELF.
   a. Puts self down, brings anger and ridicule on self, does things that hurt self.
   b. Acts as though he doesn't want to improve self or solve problems.
   c. Tries to explain away his problems, or blames them on somebody else.
   d. Denies problems, hides from problems, runs away from problems.
   e. Doesn't want others to point out his problems or talk about them but resists help with problems.
4. **AUTHORITY PROBLEM:** DOES NOT WANT TO BE MANAGED BY ANYONE.
   a. Views authority as an enemy camp "out to get him."
   b. Resents anybody telling him what to do, does not readily accept advice from either adults or peers.
   c. Can't get along with those in authority, gets into big confrontations with authority figures, often over minor matters.
   d. Does not respond well to parental control or supervision.
   e. Tries to outmaneuver authority figures, circumventing or manipulating them if possible.
5. **MISLEADS OTHERS:** DRAWS OTHERS INTO NEGATIVE BEHAVIOR.
   a. Seeks status by being a negative or delinquent leader.
   b. Gives support to the negative or delinquent actions of others.
   c. Misuses others to achieve his own goals, getting them to do his "dirty work."
   d. Wants others to be in trouble with him, afraid of being separate.
   e. If others follow him and get in trouble, feels that it is their problem and not his responsibility.
6. **EASILY MISLED:** IS DRAWN INTO NEGATIVE BEHAVIOR BY OTHERS.
   a. Can't make his own decisions and is easily controlled by stronger persons.
   b. Can't stand up for what he believes, even when he knows he is right.
   c. Is easily talked into committing delinquent acts in order to please or impress others.
   d. Behavior varies from good to bad, according to influence from those with whom he associates.
   e. Lets people misuse him, is willing to be somebody else's flunky.
7. **AGGRAVATES OTHERS:** TREATS PEOPLE IN NEGATIVE, HOSTILE WAYS.
   a. Makes fun of others, tries to embarrass them and make them feel low.
   b. Seeks attention in negative ways, irritates or annoys people.
   c. Makes subtle threats in word or manner.
   d. Challenges, provokes, or hassles others.
   e. Intimidates, bullies, pushes people around.
8. **EASILY ANGERED:** IS OFTEN IRRITATED OR PROVOKED, OR HAS TANTRUMS.
   a. Frequently becomes upset or explosive but may try to excuse such behavior as naturally "having a bad temper."
   b. Easily frustrated, unable to accept failure or disappointments.
   c. Responds to the slightest challenge or provocation, thus making other people's problems his own.
   d. So sensitive about himself that he cannot stand criticism or disagreement with his ideas.

Although much of Vorrath's work deals with the Help Group common to the residential setting, the Leadership Group is the more common PPC group in a typical high school. At Downsview, for example, three groups of nine students each are trained in values education and counselling skills to develop a culture of caring. The one rule is that people must care for each other. Caring means wanting what is best for a person. It is the type of caring demonstrated by the marine who crawls on his belly through enemy fire to rescue a wounded buddy.

PPC Leadership Groups are designed to develop a strong positive culture among the leaders of the school. The group then works with students in the school who are having problems. These Leadership Groups can be utilized by the staff to help resolve any problems that involve students or the school.

Selection of student leaders is based on lists submitted from staff members and students themselves. At Downsview, each staff member was asked to submit a list of nine boys and nine girls whom they saw as being leaders within the school's various subcultures.

Any student so identified by at least three staff members was interviewed to determine his/her willingness to be involved. Both "positive" and "negative" student leaders were selected. Many times the "negative" student is the one many students will emulate. When turned around, these "negative" leaders become positive role models.

"It was one of the best things that ever happened to me," says Sonny (who looked like a miniature Lou Ferrigno). After a year of PPC, Sonny got four marks in the 60's for the first time in his life. "I still get in trouble but by the end of the year I'll know that I've accomplished something and for the first time I'll feel good," he said.

Leadership group sessions deal with problem-solving skills and the values inherent in most teenage dilemmas. For further information, contact Ken Morris, PPC consultant, Downsview S.S.

The following are typical success stories at Downsview:

Attendance

In many cases, a student's problem comes to light through his or her lack of attendance. The student leaders have learned to recognize this as a symptom of other problems and have helped students work with the problem behind the behaviour. PPC leaders counselled many students about attendance and, in some cases, actually picked up students who were skipping and brought them to school.

Interpersonal Problems

Among students in this age group, boyfriend/girlfriend problems can lead to other difficult situations. Student leaders have discussed these kinds of situations and have been able to help one another and other students. For example, one group was able to help a young lady see that because of her own self-concept, she allowed boys to take advantage of her. They convinced her that she did not need to 'pay off' in order to be deserving of another person's affection.

Family Problems

Students who leave home often feel they can no longer continue coming to school. Many feel the school would not be interested in their housing problems. In two cases, the families of student leaders directed the students in difficulty to adults within the North York system who were able to help them find adequate housing, or helped them with their problem so that they could return home.

School Behaviour

Historically, Downsview has had a problem in the spring with students racing their cars and driving irresponsibly in front of the school. This spring, student leaders talked to many students formerly involved in this activity and helped to eliminate much of this behaviour. One young man who was involved was persuaded to meet the family who had issued the complaint. When he realized that what seemed harmless behaviour was in fact threatening the lives of three young children, he looked on his behaviour in a different light.

IMPORTANT CONSIDERATIONS CONCERNING "PEER INFLUENCE" PROGRAMS

- Adequate administrative and organizational time must be made available to ensure that well organized and effective programs are presented.
- In most programs a lengthy period of time is needed for observable results to be noted.
- Staff commitment to such programs is essential, lip-service is not enough.
- In most programs students work under close one-to-one supervision of a trained professional.
- Adequate communication with students, staff, parents about the goals of "peer" programs are essential.
- Many benefits of peer power programs may be felt by peers participating in them.
- Peer power programs may be costly in terms of time and staffing.
- Some programs are costly because they require the hiring of outside consultants (e.g. P.P.C.).
- Credits have been awarded to some students who participate in peer programs.
- A "culture of caring" must be developed in a very structured way. It must become fashionable to be interested in others. Values education must be an integral part of the school curriculum. Although every school has a subculture of caring, a concerted effort on focusing on concern for others must be made so that individuals are encouraged to manifest their concern.

Physical Self-Enhancement

Two aspects of self-concept which are of primary concern to adolescents are:

- how they are perceived by others physically (personal awareness)
- how effective they are in social interactions (social awareness)

Personal and social awareness can be developed through:

- personal hygiene programs
- grooming instructions
- training in social mannerisms
- involvement in fitness programs
- involvement in extracurricular activities

Landis stated that the major cause of inferiority feelings in adolescents was physical appearance. This factor was far more important than grades, athletic ability or clothes for most teenage boys and girls

FACTORS THAT MAY LEAD TO INFERIORITY FEELINGS

CIRCUMSTANCE	BOYS	GIRLS
	Percent	
My physical appearance	28	27
My lack of social skills	14	13
My lack of popularity	12	14
My poor grades	13	10
Being left out of activities	8	14
My lack of athletic ability	7	5
The appearance of my home	5	4
How my family acts	3	5
My clothes	3	4
My lack of mechanical ability	6	3

Sometimes it is helpful to know that other people worry about the same things that we worry about. Purdue University polled high school students in all parts of the country, asking them which of the above things were most likely to make them feel inferior. Notice that about the same things bother both the boys and the girls. (Adapted from Purdue Opinion Panel.)

Fitness Programs

Fitness programs have been particularly effective in raising students' levels of self-esteem when the students involved were in some way disadvantaged. Studies reveal that the students who stand to gain the most from such programs are the physically weak, the disabled and those students who have a low opinion of themselves and their abilities. Unfortunately, such students are not generally the ones who opt for Physical Education courses, intramural programs or extracurricular activities.

Intensity, frequency, duration and type of exercise used in such programs are similar to those described earlier in the REAP program for teachers. The bulk of the research done on this topic, however, suggests that self-concept is more apt to be significantly improved if such programs promote the development of muscular strength. The degree to which boys are popular with their peers, particularly in Grades Seven through Eleven, often depends on this variable. Students who rate themselves as physically attractive, agile, muscular and strong tend to have higher self-concepts than those who rate themselves as ugly, weak and awkward.

The success of Charles Atlas, Joe Weider and Lisa Lyon's body-building programs have revealed the tremendous need that exists for self-concept enhancement techniques that emphasize strength and body development. Vic Tanny Gyms, Health Spas, fitness institutes and finishing schools all capitalize on the enhancement of self through body development.

An effective bodybuilding program for teenagers is the High Intensity program. It is especially useful as a part-time activity in P.E. classes or during lunchtime when limited time is available. The program can be completed in twelve minutes, strengthens all major muscle groups and can be done on the Universal apparatus or with free weights.

Extracurricular Activities

Physical self-enhancement is a primary reason for many students to get involved in extracurricular activities. When students are perceived by their peers as athletic, their self-esteem usually improves. O.S.S.T.F.'s *Holding Power* report suggested that students who participated in a strong extracurricular program were more likely to retain self-esteem in the face of failure than those not involved. Drop-out rates for non-athletes is twice as high as those for athletes in Ontario schools. High holding power schools have significantly more students involved in intramural sports than do low holding power schools.

Involvement in sports is an exhilarating experience. For many students, it is the most meaningful learning experience available. Such involvement may be a far better predictor of success in life than are high grades. The following prayer read by a student at his school's athletic banquet indicates the effect that sport can have on students' self-esteem.

The Athlete's Prayer

Dear Father,
I thank you for —
Thursday afternoons,
sweat socks that stood by themselves,
the locker room which muffled the agony of defeat
and amplified the ecstasy of victory,
a mother who ached when I ached,
a father who suffered when I suffered,
a hoop of steel that dared me to jump ever
higher,
10 precious yards held together by a chain.
Please dear Father, may I always know so well my
limitations and expectations. May the chains
of thought always keep me within that field.
And Father,
bless this food which we are about to receive,
may it help us grow as you want us to grow.

Amen.

Leadership Training

"Either lead, follow, or get out of the way."

Adolescents exhibit a continuing need for self-esteem and a developing need for social role-taking. These two forces may be combined in leadership training. Maslow defines the two major aspects of self-esteem to include: the desire for strength, for achievement, for adequacy, for mastery and competence, for confidence in the face of the world, and for independence and freedom; the desire for reputation or prestige, status, dominance, recognition, importance or appreciation.

(A. Maslow)

Self-esteem grows through the mechanisms of expectation, realization and feedback. Leadership training can provide:

- opportunities for strength, achievement, adequacy, mastery and competence.
- opportunities for status, respect, recognition and attention.
- opportunities to state expectation of leadership potential.
- opportunities for recognition of leadership potential.
- opportunities for feedback concerning leadership potential of students.

The Ontario Student Leadership Centre

Ontario Athletic Leadership Course
Ontario Music Leadership Course
Ontario Student Council Leadership Seminar
Stage d'animation des conseils d'élèves de l'Ontario
Ontario Multicultural, Multiracial Leadership Seminar

Introduction

The Ontario Student Leadership Centre is a well-developed 175-acre waterfront site, located on Lake Couchiching about 95 miles north of Toronto. The Centre is a unit of the Special Projects Branch, Ministry of Education, Ontario. The Centre and its programs are administered and co-ordinated by the Chief Administrator.

The concept of student leadership development began in 1948 when the Physical Education Branch of the Ministry of Education inaugurated the Ontario Athletic Training Programs and introduced the concept of training students with a view to having them assume a leadership role in extracurricular sports activities.

In 1952, the name was changed to the Ontario Athletic Leadership Program to keep pace with the emerging philosophy of leadership development. The program, as well as the site, expanded over the years, from the initial 192 students in 1948, to 964 students in 1973. In that year, a June program was added to accommodate even more students.

In 1974, the Ministry added seminars for student council leadership, and in 1975 a music leadership program was introduced. In 1979 the program was further expanded when a student council seminar for students from French Language Instructional Units, and a multicultural, multiracial leadership seminar were both introduced. (The multicultural, multiracial seminar had been initiated as a pilot project in 1978.) In order to reflect this expansion, the site, located near Longford Mills on Lake Couchiching, is now named the Ontario Student Leadership Centre.

At the present time, the Ministry offers ten courses in seven different school-oriented leadership programs. These programs involve more than 1600 high school students, and over 150 teacher-counsellors.

The Programs

The programs are designed to develop leadership skills, communication skills, organizing skills, self-confidence, and co-operative and responsible attitudes in the students who attend. While all courses are similar in this regard, some aspects of organization and administration do vary as required in order to accommodate differences between the various groups.

All of the programs are staffed by experienced professionals who are selected from school board, university and Ministry of Education personnel.

The philosophy which determined the nature of the initial programs was leadership development through the medium of Physical Education and Sport. Even though new methods, programs and approaches have been adopted over the years, this basic philosophy of leadership development has remained constant. It is the common denominator which ties all of the programs together.

Selection of Candidates

Each spring the principal of every eligible high school in the Province, in consultation with appropriate staff members, is invited to nominate one candidate for each course. In most instances, the student is required to be in grade eleven, and to be 16 or 17 years of age. The candidate should rank academically in the upper third of the grade, and should have demonstrated leadership potential and interest in service to the school and community. Although basic or above average ability in the subject content of the particular course is a requirement, the improvement of such things as individual athletic or music skills is not the prime objective of the Ontario Student Leadership Centre. It is logical that the improvement of skills will be an important by-product in these programs where students, staff and facilities are of the highest quality. However, the initial focus is always to provide experiences which will help the students identify, develop and improve their organizing ability, leadership skills, sense of responsibility and service, co-operation, confidence and teaching potential. It is considered a distinct and much-sought-after honour to be selected as the school's candidate to any Centre program, and since it is not possible to accommodate all schools, selection is made on a "first come—first served" basis.

One very important by-product of the programs at the Leadership Centre is their influence on the various school programs throughout the Province. Every fall, more than 1,600 young men and women return to school with fresh ideas, new skills and new attitudes, which can bring increased vitality and vigour into their schools. The opportunity to conduct, plan and organize various school activities can provide the students with practical back home experience as a follow-up to the lessons learned at the Centre. It can also provide the often over-worked teacher with excellent assistance in administering specific school programs.

The Multicultural Leadership Program:

Purpose of the Program

The program is designed to provide a Multicultural and Multiracial Leadership Program for students and teachers from selected Ontario secondary schools. It is the aim of the program to provide participants with the opportunity to develop skills, attitudes, and concepts which can assist them in leadership roles in their home schools as they relate to multicultural and multiracial understanding.

Rationale for the Program

The identified need for promoting greater understanding and co-operation among the diverse cultural and racial groups that attend Ontario's secondary schools is the basis for this program.

General Information

Location: Ontario Student Leadership Centre on Lake Couchiching near Longford Mills.

Duration: Student/staff on-site program; October 6th to 10th inclusive (5 days).

Number of Participants:

- 96 students (12 teams)
- 6 group facilitators
- 1 teacher from each participating school (12)
- Resource persons

Composition of Groups:

For most of the program the groups of students from the different schools will be mixed homogeneously into learning teams, with a group facilitator and two teacher/counsellors for each group.

Participation:

Staff and students will participate equally in all activities.

Group Facilitators:

All group facilitators have been selected on the basis of training, and experience in similar programs. The facilitators are borrowed from school boards, the Ministry of Education and other agencies.

Selection Criteria for Students

The students from the participating schools should be selected to meet as many of the following criteria as possible:

- 15 to 17 years of age.
- Four boys and four girls in each school group.
- Multicultural, multiracial mix, as representative of the school community.
- Possessed of the following qualities:
  - leadership potential
  - interest in school and community
  - self-awareness, sensitivity, empathy, creativity and self-motivation
  - social consciousness
  - responsibility, and ability to work with others
  - willingness to participate fully in the program and to abide by the conditions of participation.

Selection of Teachers

Teacher selection is important to the success of the program. Those teachers chosen should reflect as many of the following criteria as possible:

- the same personal qualities as those listed above for participating students
- appreciation of the purposes of the program
- good rapport with students
- some experience in developing working groups in the school or community
- willingness to participate in the on-site program
- interest in the development of future activities in this area.

Program Components

- self-awareness
- experiential skill development in leadership and interpersonal relations
- small and large group discussions
- outdoor group activities
- problem-solving tasks
- "back home" applications of learnings
- audio visual and written resources
- guest speakers

Evaluation

A final evaluation will be made at the end of the week to assess the program.

Follow-up

Participating teachers and students will be encouraged to identify ways in which the learnings from the program may be of practical use in the individual school situation. It is expected that they will choose to initiate or become involved in activities, strategies and programs which will aid understanding and co-operation. The Ministry of Education will have a continuing interest in the undertakings of the students, teachers and schools participating in the program. It is envisioned that the Ministry will attempt to provide assistance in such areas as the identification of resources and the development of other leadership opportunities.

Should you wish more information on the programs, the following individuals are available as resource people:

John Metcalfe
Special Programs
Ministry of Education
Mowat Block, Toronto

Uwe Schweneke
Special Programs
Ministry of Education
Mowat Block, Toronto

Individual School Leadership Programs:

Some schools in Ontario have addressed the need for leadership training for students in unique ways. One example of an innovative and effective program is the one at Earl of March Secondary School in Kanata. This program presently has five phases. The final phase is a credit course which is being offered with Ministry approval. Each phase or level of the program consists of two parts: a training situation or didactic approach followed by a laboratory (field activity) or experiential approach. (See chart for full outline of program.)

I-IV PHASES — LEADERSHIP PROGRAM — EARL OF MARCH

I	II	III	IV
1) Workshop — full day Friday Saturday (Sept.) Intramural Student Council Personnel Practical Orientation 2) Fall Camp (Oct.) Full Day Friday Saturday Sunday Planning Camp for year's activities for intramurals, student council.	1) Workshop — 4 hours (December) Purpose: i) To examine how we are doing at achieving objectives set in the fall. ii) To examine how we could improve our performance in student council activities and intramural programs.	1) Spring Leadership Camp (June) 60 students 40 first year students Purpose: an introduction to leadership training strategies.	1) Spring Leadership Camp (June) 20 second year students Purpose: to give a more advanced leadership training to these students.

PHASE V

This phase consists of an advanced leadership course which is offered as a credit course. One prerequisite for the program is that the student has attended at least one Spring Leadership Camp. More information about this program can be obtained from:

Mike Peacock or Ed Giffen
Earl of March Secondary School
Kanata, Ontario

Career and Self-Concept

"One function requiring much more attention is the guidance and counselling of students—for choice of school programs, decisions about careers, and solution of personal problems. The increased diversity and changing emphasis of both school program and job market mean that now, more than ever, students need well informed guidance and counselling. The guidance and counselling functions may have to be shared more evenly among the school staff rather than left to the specialist alone, partly because of the increased complexity already mentioned and partly because of students' needs for personal counselling." S.E.R.P.

"The goal of guidance services in the Senior Division is to assist students to develop into integrated, competent, and socially responsible persons by enabling them to gain greater insight into their potentialities and limitations; encouraging a positive self-image; and achieving and maintaining an appropriate level of academic and personal growth.

In pursuing this goal, it is important that students have opportunities to increase:

- self-awareness through an understanding of their own abilities and areas of competence, interests and values, as well as personal characteristics that are important in making career decisions;
- planning and coping skills through an understanding of personal decision making, in order to meet different life situations and carry through the procedures involved in planning, from secondary school to post-secondary education, training programs, or employment;
- career awareness through an understanding of career and advancement opportunities, and the life-styles reflected in different types of work;
- educational awareness through an understanding of educational opportunities and learning environments in specific institutions and programs, and the relationship between career choices and educational requirements."

1977 — Ministry Senior Guidance Guidelines

Self-Concept Enhancement and Career Planning

Factors that influence an individual's career are:

- childhood experiences
- personality factors
- chance
- external factors, such as family, school
- and many others.

Donald Super states that career choice is determined largely by self-concept. In his theory of vocational development he points out that:

- individuals differ in their abilities, interests, and personalities
- they are qualified by virtue of these characteristics, each for a number of occupations
- vocational preferences change with time and experience
- this process of change may be summed up in a series of life stages: growth, exploration, establishment, maintenance, and decline
- development through life stages may be guided by aiding in reality testing and in the development of self-concept
- the process of vocational development is essentially that of developing and implementing a self-concept.

Career education is an essential aspect of the education system. The theory indicates a need for emphasis on the self-concept/self-awareness component of career education. Most programs should include:

- opportunities for development of self-knowledge and interpersonal skills
- opportunities for career planning knowledge and skills
- opportunities for development of knowledge of the world of work

Resources/Strategies for Enhancing Self-Concept through Career Education

Many excellent resource books are readily available to assist with strategies related to self-concept and career. The following are some of the many resources as samples of material available:

- Life-Planning Package — York County Board of Education — Task Force on Senior Guidelines. This work includes a needs assessment inventory plus a series of strategies for dealing with such topics as self-awareness, career awareness.
- Department of Education, Manitoba, Student Personnel Services. *Counsellor's Resource Book for Groups in Guidance.* Winnipeg: Department of Education, Province of Manitoba 1972. A resource book for counsellors wishing to run groups related to career education.
- *Decisions and Outcomes*; H.B. Gelatt, Barbara Varenhorst, Richard Carey and Gordon P. Miller. A workbook for students and a leader's guide relating to values and career education.
- *Threads: A Tapestry of Self and Career Exploration*; Richard S. Barkaus and Charles W. Bolyard. The authors focus on strategies to assist students in learning more about their attitudes, values, interests and priorities.

Other worthwhile publications include:

- *Your Career*. University and College Placement Association. Publisher, Alberta Advanced Education and Manpower.
- Ausin, S.L. *How to Choose Your Career-Field*. Burlington, Ontario. Educational Progress Ltd., 1974.
- McClure, Ross M. *Destiny Career Planning Manual*. University and College Placement Association, 1980.

Many different approaches to self-awareness through career development are used. Some of the more successful ones are:

- credit courses that include life skills training along with career education
- mini-courses that focus on the needs of specific groups of students for particular career development
- career week programs that utilize members of the community as resource people
- the holding of a career day or evening when information concerning how specific careers may suit certain students is given
- work experience programs
- co-operative education modules
- an alternate school program which allows for life skills training and on the job experience.

Work Experience and Self-Concept Enhancement

Successful work experience programs have recently been shown to have a great positive influence in changing self-concepts of delinquent students. (Toronto, 1981, Thistletown Experiment). It has long been thought that self-concept affects performance but also that self-concept is in turn affected by performance. Researchers have tried to establish the role of social reinforcement in improving both self-concept and performance and have found a positive correlation.

Schools may adopt a number of strategies for dealing with the work experience component of self-concept/career development. The following outline from the York County Board's work experience program is a sample of typical programs available throughout the province.

As well, co-operative education programs and alternate school programs are providing more opportunities for a young person to experience the world of work in ways that are meaningful to self-concept.

WHAT IS THE WORK EXPERIENCE PROGRAM?

The work experience program provides placement of students, for varying periods of time, in various business and industrial work stations in the community. This placement should provide the student with an opportunity to gain practical experiences and training in an on-the-job situation.

WHAT IS ITS PURPOSE?

- To introduce the student to new environments and to specialized equipment and facilities.
- To provide the student with an opportunity to develop self-confidence, social awareness and a better understanding of job or career selection.
- To help the student understand his/her capabilities and limitations.
- To give the student first hand experiences in a variety of job situations.
- To instill in the students the attitudes, skills and responsibilities necessary to perform well on the job.

WHAT IS REQUIRED OF THE EMPLOYER?

- To treat the student like any other employee, assigning tasks normally given to a new worker.
- To advise the school immediately if the student is not benefiting from the experience or is involved in an accident.
- To co-operate with the school to see that the program provides a meaningful and valuable learning experience for the student.
- To assess and evaluate the work and progress of the student at the end of the period he or she is with your firm.

SHOULD THE STUDENT BE PAID?

The student does not expect to receive any remuneration and recognizes that the Work Experience Program is a learning situation, an extension of in-school education. If, however, you would like to remunerate the student, reimbursement of small out-of-pocket expenses, such as transportation or lunches would be most acceptable.

WHAT IS THE STUDENT'S RESPONSIBILITY?

- To conduct himself/herself as if he/she were a permanent employee of your company.
- To observe all the rules and regulations of your organization.
- To exhibit proper dress and deportment as well as respect for those with whom he/she comes in contact.
- To keep the same working hours as other employees of your company.
- To notify both you and the school if he/she is unable to report for work due to illness or unavoidable circumstances.

- To have OHIP coverage as well as, Student Accident Insurance. This latter protects the student against accidents while going to and from work and while performing assigned duties with the company.

Implications for Self-Concept Enhancement through Career Education

- self-concept is a major factor in an individual's career development
- the self-awareness component of self-concept, particularly as it relates to interests, abilities, skills and values must be dealt with in secondary schools
- all staff members, not only counsellors, must be aware of their impact on student self-concept and career development
- many publications listing strategies for dealing with self-awareness effectively, are available
- "mini courses" and credit courses in career counselling may contribute to self-concept enhancement for students
- computer technology may be helpful in doing a needs assessment of school population related to career counselling
- self-concept development and career development for females deserve particular attention at this time
- work experience programs, whether they are of the traditional sort or the more recently used alternate schools and co-operative education programs, may provide a very powerful tool in self-concept enhancement.

RESOURCE PEOPLE

Human Relations, Organizational Development, Leadership Programs:

Jan Culley
Human Resources Development Associates
P.O. Box 2573, Station B
Kitchener, Ontario N2H 6N2
519 745-7541

Leadership Credit Course:

Michael Peacock
Earl of March Secondary School
Kanata, Ontario

Ministry Leadership Program:

John Metcalfe
Special Programs
Ministry of Education

Uwe Schweneke
Special Programs
Ministry of Education

Organization Development:

Ken Penrose
Organization Development Consulting Services
106 Parkway Avenue
Markham, Ontario

Peer Counselling:

Roger Hardy
J.S. Woodsworth Secondary School
Ottawa, Ontario

Positive Peer Culture:

Fred Burford
Downsview Secondary School
Toronto, Ontario

Self-Concept Assessment Instruments:

Pat Crawford, Chief Research and Development Officer, North York Board of Education, 5050 Yonge St., Toronto.

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Burns, James MacGregor, *Leadership* Harper & Row, New York, 1979. This book fully explores the concept of leadership and provides worthwhile insights into the nature of leadership.

Canfield, J. and Wells, H.C., *100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents* Prentice-Hall, New Jersey, 1976. Although many of the strategies in this book are aimed at elementary students most can be easily adapted for secondary students.

Clements, Dr. Zacharie, *Humanizing Education* Slide Tape Productions Inc., P.O. Box 39053, Denver, Co 80239. Four excellent cassettes for teacher education from one of the most exciting humanists in education today.

Clemes, H. and Bean, R., *Self-Esteem: The Key to Your Child's Well-Being* Putnam's, New York, 1981. Clemes and Bean have integrated the latest research to develop an excellent program for self-concept enhancement that a layman may use.

Cogan, Morris, *Clinical Supervision* Houghton, Mifflin Company, Palto Alto, Calif., 1973 (236 pages). This is a detailed textbook outlining the clinical supervision approach; it is authored by the individual who pioneered the process.

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Pillon-Peterson, Betty *Staff Development/Organization Development* Editor, 1981, Virginia. This recently published book is an excellent source concerning Organization Development and its implementation in American schools.

Felker, Donald W. *Building Positive Self-Concepts* Burgess Publishing Company, Minneapolis, Minnesota (135 pages). An excellent resource for teachers on self concept. The author traces the development of self concept from infancy to adulthood and provides specific, workable suggestions for teachers to enhance the student's self concept.

Fox, Robert S. et al *School Climate Improvement: a Challenge to the School Administrator* C.F.K. Limited, 1973. This is an invaluable resource for anyone interested in enhancing school climate. It presents a cogent analysis of theory related to school climate and it also presents many practical strategies to enhance school climate. It contains a "School Climate Profile Instrument" with a detailed method of how to score it.

Gergen, Kenneth J. *The Concept of Self* Holt, Rinehart and Winston, Inc., Toronto, 1971 (110 pages). The author presents major discussions of self concept theory, the development of self concept, and the self and interpersonal behaviour.

Glasser, William *Schools Without Failure* Harper & Row, New York, N.Y. 1969 (228 pages). An impassioned plea to restore involvement, relevance and learning to our schools. Although much of the data refers to public school problems, the need to restore love and self-worth to our secondary schools is also obvious.

Glazier, Teresa F. *The Least You Should Know About English* New York, Holt, Rinehart and Winston, 1977.

Godridge, Beatrice M. *Teacher Competency: Problems and Solutions* American Association of School Administrators, Sacramento, Calif., 1980. Teacher competency and evaluation are examined from an American perspective. Many practical strategies are presented in this booklet. (79 pages).

Goldhammer, Robert et al *Clinical Supervision: Special Methods for the Supervision of Teachers* Holt, Rinehart and Winston, Toronto, 1980 (2nd edition). The definitive text on clinical supervision. (211 pages).

Gordon, Thomas *Teacher Effectiveness Training* Peter H. Wyden, New York, N.Y., 1974 (360 pages). An extremely well-written book which states clearly the exciting possibilities of TET in the classroom. One of the best resources available for learning good teacher-student communications skills.

Hardy, J.R. *A Comparison of Three Methods of Training Peer Counsellors at the Secondary School Level* Ph. D. Thesis, Ottawa, 1978. This paper provides the reader with a theoretical rationale and an implementation strategy for a peer counselling program.

Howard, John *Rusting Out, Burning Out, Bowing Out* Macmillan Co., Toronto, Ont., 1979 (136 pages). A thorough team effort depicting clearly the anatomy of stress prevalent in Canadian management with special emphasis on the effects of stress on heart disease. Section on exercise is an excellent layman's guide to stress prevention.

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Purkey, William W. *Self Concept and School Achievement* Prentice-Hall Inc., Englewood Cliffs, N.J., 1970 (86 pages). This book explores the strong and persistent relationship between self and academic achievement and shows why there is a deepening discontent with the notion that human ability is the overwhelming factor in academic achievement.

Reavis, Charles A. *Teacher Improvement Through Clinical Supervision* (Fastback III) Phi Delta Kappa Educational Foundation, Bloomington, Indiana, 1978 (46 pages). This brief booklet outlines the basic ideas of clinical supervision. It is a good introduction to the technique for someone with a tight schedule.

Robert, Marc *School Morale: The Human Dimension* Argus Communications, Niles, Illinois, 1976. A very practical book which outlines various morale building exercises that can be used in schools.

Rosenthal, R. and Jacobsen L. *Pygmalion in the Classroom: Teacher's Expectations and Pupil's Intellectual Development* (New York, Holt, Rhinehart and Winston, 1968. The authors report on the outcome of their experiment to examine the influence of self-fulfilling prophecy. The research supports the hypothesis that what the teacher expects from a student, he most often gets.

Seriovanni, Thomas J. *Professional Supervision for Professional Teachers* (79 pages). Association for Supervision and Curriculum Development, Washington, D.C., 1975. This book outlines an excellent technique for the supervision of teachers entitled "Human Resources Supervision"; it also outlines the basic ideas of the "Advisory System" of supervision.

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Vorrath, H.H. and Brendtro, L.K. *Positive Peer Culture* Aldine Publishing Company, 1974, Chicago, Illinois. An excellent source book for information on Positive Peer Culture. The author provides a theoretical framework for his strategy.

Wells, L.E. and Marwell, G. *Self Esteem: Its Conceptualization and Measurement* Sage Publications, Beverly Hills, Calif., 1976 (290 pages). The authors of this book review and discuss the large body of literature associated with one particular psychological concept—self-esteem. This book has a particularly good chapter on the theoretical background of the self concept.